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ABSTRACT

All 2,346 graduates of Hawaii community colleges 1975-76 were surveyed in September 1976 using a two-part questionnaire intended to elicit from students both general information and a general evaluation of the students' college experience. The evaluation section requested a rating of importance of 11 educational goals and 12 expectations, and a rating of the degree to which goals and expectations were fulfilled. A response rate of 65% was achieved. Analysis of the system-wide data showed: (1) 40% of the graduates were employed, 22% were enrolled in school and employed, and 9% were enrolled in school; (2) of those attending school, 48% were liberal arts majors, 65% were part-time students, and 63% were seeking bachelor's degrees; (3) of those employed, 71% were working full-time, 41% felt their course work was very relevant to their jobs while 32% felt their course work was somewhat relevant, and 36% felt that their present jobs were the type in which they would probably make their career; and (4) in terms of evaluating their college experience, 90% considered being educated for an occupation as very important, approximately 75% felt that their very important goals had been attained, and 79% considered having been able to choose from a large curriculum as being very important. Analyses of the survey data for each campus are included as are tabular data displaying survey responses. The survey instrument is appended. (JDS)

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SURVEY OF 1975-76 GRADUATES

COMMUNITY COLLEGES

Report No. 22

Student Flow Project

March 1977

Office of the Chancellor for Community Colleges
Educational Services Division
University of Hawaii

The activity which is the subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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UNIVERSITY OF HAWAII

~~Vice President for Community Colleges~~
Chancellor for Community Colleges

March 30, 1977

MEMORANDUM

TO: Recipients of Student Flow Project Report No. 22

SUBJECT: Report No. 22, Results of Graduate Survey

In this report, reference is made to the grade point average of graduates. The sub-group, "below 2.0" should read "graduates in absentia," for they comprise the large majority in the "below 2.0" category. The records of this sub-group are not included in the current SPHF files. In general, students in this sub-group are over 29 years of age.

Please attach this memo to your copy of Report No. 22 of the Student Flow Project.

Shiro Amioka

Shiro Amioka

2444 Dole Street · Honolulu, Hawaii 96822 / Cable Address: UNIHAW

An Equal Opportunity Employer

A. Introduction

A survey of all 1975-76 graduates of the University of Hawaii (9 campuses including 7 community colleges) was conducted by the Survey Research Office with the assistance of campus personnel and the educational support unit of the community college system. The Alumni Survey had two purposes: "assist in the evaluation of our operations" and "provide certain information . . . required of the University by Federal, State and accrediting institutions."[1]

1. The questionnaire

The questionnaire for the 1975-76 Alumni Survey was developed by a group of individuals from all campuses interested in the subject, personnel from the office of the chancellor for community colleges and from the office of the state director for vocational education.

The questionnaire is divided into two parts: general information and general evaluation of college experience. Under general information are found questions on: (a) graduate's degree and major; (b) current (Fall 1976) activities; (c) details for students enrolled in school; (d) details for students who are employed. The section on evaluation has several types of questions: (a) rating the importance of items (11 educational goals and 12 expectations related to the college environment); (b) rating the degree to which goals and expectations were fulfilled; (c) inquiry on the "best feature" and "worst feature" of the college attended; (d) opportunity to make suggestions or additional comments. See Appendix A for a copy of the questionnaire.

Questionnaires were sent to 1975-76 graduates in September 1976. Graduates mailed their completed forms to their community colleges; these were then sent to the educational support unit of the community college system for editing and coding. All this was completed in November 1976, and a copy of the computer tape of responses from community college graduates was made available to the Student Flow Project in late January 1977 by the Survey Research Office.

2. Plan for Analysis

Surveys of community college graduates administered soon after graduation have usually had high rates of return in Hawaii. We expect a return rate of at least (a) 60 percent for the community college total and (b) 50 percent for each campus.

We plan to analyze our data as follows:

a. Representativeness: We will compare respondents and non-respondents on the following six characteristics--sex, age at the end of 1976, program, degree, cumulative grade point average and campus. (These characteristics were used in testing the representativeness of respondents to our 1971-72 survey of graduates.)

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[1]Memorandum on 1975-76 Alumni Survey from UH Director of Finance to Chancellors and Provosts (June 16, 1976).

b. Responses to each item for the community college total will be analyzed in terms of program.

c. Responses to each item for each community college will be analyzed in terms of program.

Statistical tests of significance will be applied by using the Statistical Package for the Social Sciences (SPSS).

3. Organization of This Report

This report presents the responses of 1975-76 community college graduates to the University's Alumni Survey. Major findings for the community college total, by program, are discussed, and selected tables by campus, are included in Appendix B. Highlights for each campus are also presented, and detailed data, though not included, will be sent to the Dean of Students for each campus. A summary of findings and some conclusions are found in the final section of this report.

B. The Returns

Data on the percentage of returns for each campus are shown in Table 1. Of the 2,346 community college graduates in 1975-76, there were 1,512 (65 percent) respondents. Campuses with higher rates of return were Hawaii (89 percent), Kauai (70 percent) and Windward (67 percent); Leeward had the lowest rate (58 percent). *Campuses differed significantly in their rates of return.*

TABLE 1
RATES OF RETURN, BY CAMPUS
1975-76 GRADUATES

COUNT / ROW PCT	NON-RESPONDENT 0	RESPONDENT 1	ROW TOTAL
CAMPUS			
HONOLULU C C 40	194	293	487
	39.8	60.2	20.8
KAPIOLANI C C 41	247	378	625
	39.5	60.5	26.6
LEEWARD C C 42	228	308	536
	42.5	57.5	22.8
KAUAI C C 43	32	73	105
	30.5	69.5	4.5
MAUI C C 44	73	119	192
	38.0	62.0	8.2
HAWAII C C 45	35	293	328
	10.8	89.2	13.9
WINDWARD C C 46	25	51	76
	32.9	67.1	3.2
COLUMN TOTAL	834	1512	2346
	35.5	64.5	100.0

RAW CHI SQUARE = 108.65662 WITH 6 DEGREES OF FREEDOM, SIGNIFICANCE = 0.0

Data on representativeness (characteristics of the respondents and of graduate population) are presented in Table 2. Of the 2,346 who graduated there were:

—equal proportions of females and males
—869 (37%) who were 20-21 years old at the end of 1976
—concentrations in three programs: 649, liberal arts; 620, business; 540, technology
—preferences for Associate degrees not certificates: 1,161 A.S. and 653 A.A.
—1,185 with cumulative grade point averages of 3.0 and above
—625 from Kapiolani, 536 from Leeward and 487 from Honolulu.

TABLE 2
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76 GRADUATES

Note: Based on chi-square analysis, levels of significance denoted thus: * .05 ** .01 *** .001.

Characteristics[a]	Respondents No.	Respondents %	Graduate Population No.	Graduate Population %
TOTAL	1,512	100.0	2,346	100.0
Sex**				
Female	787	52.1	1,172	50.0
Male	725	47.9	1,173	50.0
Age***				
Below 20	34	2.2	45	1.9
20-21	610	40.3	869	37.0
22-24	331	21.9	557	23.7
25-29	204	13.5	373	15.9
Over 29	333	22.0	501	21.4
Program				
Liberal Arts	407	26.9	649	27.7
Business	417	27.6	620	26.4
Health Services	141	9.3	223	9.5
Hotel/Food Services	60	4.0	86	3.7
Public Services	94	6.2	144	6.1
Technology	348	23.0	540	23.0
Other	40	2.6	71	3.0
Degree**				
Certificate of Completion	44	2.9	81	3.5
Certificate of Achievement	270	17.9	451	19.2
Associate of Science	788	52.1	1,161	49.5
Associate of Arts	410	27.1	653	27.8
Grade Point Average***				
3.5 and above	362	23.9	506	21.6
3.0-3.4	461	30.5	679	28.9
2.0-2.9	536	35.4	827	35.3
Below 2.0	153	10.1	334	14.2
Campus***				
Hawaii CC	290	19.2	325	13.9
Honolulu CC	293	19.4	487	20.8
Kapiolani CC	378	25.0	625	26.6
Kauai CC	73	4.8	105	4.5
Leeward CC	308	20.4	536	22.8
Maui CC	119	7.9	192	8.2
Windward CC	51	3.4	76	3.2

[a]Sum of the parts may not equal the total because "no data" is excluded: program (5) for respondents; sex (1), age (1), program (13) for graduate population.

We found higher proportions of the following groups among respondents to the survey than in the graduate population:

--females
--students 20-21 years old at the end of 1976
--students who earned A.S. degrees
--students with cumulative grade point averages of 3.0 and above
--students who graduated from Hawaii Community College.

On the above characteristics--sex, age, degree, cumulative grade point average and campus--there were statistically significant differences between respondents and non-respondents to the Alumni Survey.

C. Findings: Community College Total

1. Additional Degrees

There were 6 graduates who obtained additional degrees during the short period following their community college graduation:

--3 had been liberal arts majors; 2, business; 1, public services
--2 had graduated from Honolulu; 1 each from Hawaii, Kapiolani, Kauai and Maui.

The additional degrees were: 2, Associate of Science; 1, Associate of Arts; 1, Bachelor's degree; 2, certificates.

2. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 624 (41 percent) checked more than one activity. The most common activities are:

609	40%	Employed
337	22%	Enrolled in school and employed
287	19%	Other multiple responses
128	9%	Enrolled in school

There are 87 (6 percent) respondents who are unemployed and looking for work; the remaining 61 are engaged in other activities.

The data in Table 3 indicate that:

a. Liberal arts graduates have the highest proportion (1) enrolled in school (16 percent) and (2) enrolled in school and employed (36 percent).

b. Graduates in health services (55 percent) and business (54 percent) have the highest proportion employed.

c. Among the 87 unemployed students looking for work are 31 business and 29 technology graduates.

TABLE 3
CURRENT ACTIVITIES OF RESPONDENTS, BY PROGRAM
1975-76 GRADUATES

MAJOR	COUNT / ROW PCT	1 ENROLLED IN SCH	2 EMPLOYED	3 HAVING HOME RES	4 ACTIVE MILITARY	5 UNEMPL-- LOOKING	6 UNEMPL-- NOT LOOK	7 OTHER	8 IN SCH & WORKING	9 OTHER MULT RES	ROW TOTAL
0 NO DATA		0	1	0	0	1	0	0	3	0	5
		0.0	20.0	0.0	0.0	20.0	0.0	0.0	60.0	0.0	0.3
1 LIBERAL ARTS		66	82	8	8	7	1	6	147	106	407
		16.2	15.2	1.5	1.5	1.7	0.2	1.5	36.1	26.0	27.0
2 BUSINESS		19	226	3	2	31	6	4	69	57	417
		4.6	54.2	0.7	0.5	7.4	1.4	1.0	16.5	13.7	27.6
3 HEALTH SERVICES		6	78	1	0	8	1	2	15	30	141
		4.3	55.3	0.7	0.0	5.7	0.7	1.4	10.6	21.3	9.3
4 HOTEL & FOOD SVS		5	23	1	0	7	0	1	13	8	58
		8.6	39.7	1.7	0.0	12.1	0.0	1.7	22.4	13.8	3.8
5 PUBLIC SERVICES		3	30	2	4	1	0	1	30	22	93
		3.2	32.3	2.2	4.3	1.1	0.0	1.1	32.3	23.7	6.2
6 TECHNOLOGY		28	173	0	1	29	2	8	52	55	348
		8.0	49.7	0.0	0.3	8.3	0.6	2.3	14.9	15.8	23.1
7 OTHER		1	16	1	1	3	0	1	8	9	40
		2.5	40.0	2.5	2.5	7.5	0.0	2.5	20.0	22.5	2.7
	COLUMN TOTAL	128	809	14	14	87	10	23	337	287	1509
		8.5	40.4	0.9	0.9	5.8	0.7	1.5	22.3	19.0	100.0

RAW CHI SQUARE = 294.82959 WITH 38 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0

3. Details: Attending School

Data in Table 3 indicate that 128 graduates are attending school as their sole activity and that 337 are combining school and work for a total of 465. Our tables on graduates attending school indicate varying totals of responses but there are as many as 602, so 137 graduates are attending school as well as being engaged in some other activity (other than working). Percentages are based on the number who responded to a particular item.

The following characteristics are dominant for the total group of graduates currently attending school:

--48% were liberal arts majors (286). (There were 108 technology and 104 business graduates, and the remaining were in other fields.)
--65% are now part-time students
--33% are now attending UH at Manoa (48%, 288 graduates, are attending community colleges; 25, Hilo College; 12, West Oahu. The remaining graduates are in other Hawaii and Mainland institutions.)
--63% are seeking Bachelor's degrees (19%, Associate of Science)
--12% are majoring in business; 11% each, technology and humanities; 10%, social sciences.

There were statistically significant differences, by program, on full-/part-time status and current educational objective.[2]

[2]Results of chi-square analysis on current school and current major are disregarded because many cells are 0.

Table 4 includes details on the graduates from each program. To summarize:

a. At least a majority of graduates from all programs are now part-time students with liberal arts graduates having the highest proportion (71 percent).

b. UH Manoa is the current school for a majority of graduates from liberal arts and health services programs, while the community colleges attracted graduates from business, hotel/food services and technology programs. However, a third of public services graduates are attending independent colleges in Hawaii.

c. The Bachelor's degree is the educational objective for a plurality of the graduates from public services (86 percent), liberal arts (82 percent), health services (71 percent), business (40 percent), and technology (33 percent). Hotel/food services (50 percent) and technology (32 percent) graduates are interested in obtaining Associate of Science degrees.

d. As expected, there is a wide diversity in current majors. However, close to half of the graduates from hotel/food services and technology programs are retaining the same program area this semester.

TABLE 4
DOMINANT CHARACTERISTICS OF RESPONDENTS ATTENDING SCHOOL, BY PROGRAM[a]
1975-76 GRADUATES

Program	Full-/Part-Time	Current School	Educational Objective	Current Major
TOTAL	65% (388) part-time	33% (197) UH Manoa	63% (357) Bachelor's	12% (63) business[b] 11% (61) technology[b]
Liberal Arts	71% (202) part-time	53% (152) UH Manoa	82% (230) Bachelor's	16% (43) humanities[c] 14% (38) social sciences[c]
Business	53% (55) part-time	26% (30) Leeward 15% (14) UH Manoa	40% (38) Bachelor's	38% (33) business[b] 13% (11) business admin.[c]
Health Svcs.	54% (13) part-time	54% (13) UH Manoa	71% (15) Bachelor's	36% (8) nursing[c]
Hotel/Food Svcs.	57% (13) part-time	35% (8) Kapiolani	50% (11) Assoc. of Science	48% (10) hotel/food svcs[b]
Public Services	53% (19) part-time	33% (12) Ind. college in Hawaii 28% (10) Honolulu	86% (31) Bachelor's	36% (13) home economics[c] 28% (10) social sciences[c]
Technology	70% (76) part-time	45% (50) Honolulu	33% (32) Bachelor's 32% (31) Assoc. of Science	46% (44) technology[b]

[a]Does not consider "no data," (3) and "other," (13).

[b]These are majors in community colleges.

[c]These are majors in four-year institutions.

Of the 288 alumni currently attending community colleges, many graduated from these colleges in 1975-76:

Current Campus	No. of Graduates	Its Own Alumni
Leeward CC	87	79
Honolulu CC	79	63
Kapiolani CC	39	32
Hawaii CC	33	32
Maui CC	28	24
Kauai CC	16	16
Windward CC	6	4

An analysis of these graduates attending community colleges was undertaken with the following results:

a. Relationship between earned degree and current educational objective: Data were available for 261 graduates. Over a third each are seeking Associate of Science and Bachelor's degrees, and many of these students already have earned A.S. degrees.

Earned Degree	Total	Current Educational Objective					
		Certificate of Achievement	Assoc. of Arts	Assoc. of Science	Bachelor's	Master's	Other
TOTAL	261	28	36	96	89	1	11
Certificate of Completion	5	1		3			1
Certificate of Achievement	52	13	7	24	4		4
Associate of Science	129	8	21	49	46	1	4
Associate of Arts	75	6	8	20	39		2

b. Relationship between previous and current major: There were 248 graduates for whom data were available. At least half of the students with the following previous majors are continuing in the same program area: business (32 out of 62), hotel/food services (9 out of 18) and technology (44 out of 77).

Current Major	TOTAL	Previous Major						
		Liberal Arts	Business	Health Svcs.	Hotel/Food Svcs.	Public Svcs.	Technology	Uncl.
TOTAL	248	68	62	4	18	14	77	5
Four-Year Programs	64	27	13	3	2	9	10	
Liberal Arts	28	14	7	1		3	3	
Business	12	3	4		2	1	2	
Other	24	10	2	2		5	5	
Two-Year Programs	184	41	49	1	16	5	67	5
Liberal Arts	31	7	11		2	2	9	
Business	53	12	32	1	1		7	
Health Svcs.	8	1	1				2	4
Hotel/Food Svcs.	11	2			9			
Public Svcs.	25	13	3		1	3	5	
Technology	55	5	2		3		44	1
Other	1	1						

4. Details: Employed

As many as 1,138 graduates are working: 609 are working as their sole activity, 337 are working and attending school and the remaining 192 are working and engaged in some other activity (other than schooling). Graduates who are employed were asked to respond to eight questions dealing with various aspects of their employment. Totals vary from 1,013 to 1,138, and percentages are based on the number responding to a particular item. Some details, by program, are presented in Tables 5, 6 and 7 which immediately follow.

TABLE 5
DOMINANT CHARACTERISTICS OF RESPONDENTS WHO ARE WORKING, BY PROGRAM[a]
NATURE OF WORK
1975-76 GRADUATES

Program	Full-/Part-Time	Occupation[b]	Full-Time Only[c] Annual Income
TOTAL	71% (731) full-time	36% (402) clerical/sales 29% (328) service	22% (143) $6,000-$7,499 20% (127) $3,000-$5,999 19% each (119) $7,500-$9,999 and $10,000-$14,999
Liberal Arts	57% (142) full-time	39% (101) clerical/sales 27% (70) service	26% (39) $10,000-$14,999 16% (22) $15,000-$19,999 13% (18) $ 3,000-$ 5,999
Business	77% (232) full-time	76% (253) clerical/sales	33% (67) $ 6,000-$7,499 31% (63) $ 3,000-$5,999
Health Svcs.	81% (82) full-time	63% (70) service	39% (28) $ 7,500-$9,999 24% (17) $ 6,000-$7,499
Hotel/Food Svcs.	47% (18) full-time 45% (17) part-time	66% (27) service	31% each (5) $3,000-$5,999 and $7,500-$9,999
Public Services	89% (71) full-time	84% (67) service	44% (28) $10,000-$14,999 27% (17) $15,000-$19,999
Technology	73% (163) full-time	28% (65) machine trades 23% (58) structural work	23% (29) $ 6,000-$ 7,499 19% each (25 and 24) $3,000-$5,999 and $7,500-$9,999

[a]Does not consider "no data," (5) and "other," (33).

[b]Service occupations include: (1) domestic service, (2) food and beverage preparation and service, (3) barbering, cosmetology and related services, (4) amusement and recreation services, (5) miscellaneous personal services (includes practical nurses), (6) apparel and furnishings services, (7) protective services and (8) building and related services. (Source: U. S. Department of Labor, Dictionary of Occupational Titles 1965, Volume II, Third Edition.)

[c]There were 642 graduates working full-time: 139, liberal arts; 202, business; 71, health services; 16, hotel/food services; 64, public services; 129, technology; 21, other and no data (details not included).

TABLE 6
DOMINANT CHARACTERISTICS OF RESPONDENTS WHO ARE WORKING, BY PROGRAM[a]
THE EMPLOYERS
1975-76 GRADUATES

Program	Current Employer	Location of Employment
TOTAL	48% (530) private industry 11% (122) state government 10% (110) tourist industry	66% (752) Oahu 18% (205) Hawaii
Liberal Arts	41% (105) private industry 13% each (33) tourist ind. & federal govt.	69% (180) Oahu
Business	55% (176) private industry	65% (222) Oahu 21% (70) Hawaii
Health Services	42% (47) private industry 25% (28) non-profit org.	70% (79) Oahu
Hotel/Food Svcs.	49% (20) private industry 32% (13) tourist industry	79% (34) Oahu
Public Svcs.	57% (46) city government	74% (62) Oahu
Technology	68% (169) private industry	56% (144) Oahu 30% (76) Hawaii

[a]Does not consider "no data," (5) and "other," (33).

TABLE 7
DOMINANT CHARACTERISTICS OF RESPONDENTS WHO ARE WORKING, BY PROGRAM[a]
JOB RELATIONSHIPS
1975-76 GRADUATES

Program	Job/Career Relationship	Job/Course Relevance	Career/Course Selection
TOTAL	36% (377) probably related 28% (296) definitely related	41% (427) very relevant 32% (333) somewhat relevant	46% (485) almost all courses 34% (359) most courses
Liberal Arts	27% (70) probably related 27% (69) probably not related 26% (67) definitely not related	36% (92) somewhat relevant 27% (70) not at all relevant	36% (95) almost all courses 30% (79) most courses
Business	45% (140) probably related 24% (75) probably not related	40% (125) somewhat relevant 38% (118) very relevant	42% (133) almost all courses 41% (130) most courses
Health Svcs.	45% (47) definitely related 38% (40) probably related	82% (85) very relevant	74% (76) almost all courses
Hotel/Food Svcs.	43% (16) probably related 27% (10) probably not related	56% (22) very relevant 31% (12) somewhat relevant	56% (22) most courses 33% (13) almost all courses
Public Services	57% (45) definitely related 29% (23) probably related	67% (52) very relevant	54% (43) almost all courses 39% (31) most courses
Technology	36% (78) probably related 26% (56) definitely related	39% (86) very relevant 30% (66) somewhat relevant	48% (107) almost all courses 32% (71) most courses

[a]Does not consider "no data," (5) and "other," (33).

The dominant characteristics of respondents who are employed are:

--30% were business majors (341). Two other majors were common: 23%, liberal arts (262); 23%, technology (257).
--71% are working full-time
--36% are in clerical/sales occupations and 29% in service occupations. (There were 168 respondents in professional/technical/managerial work.)
--full-time only: 22% have annual incomes of $6,000-$7,499; 20%, $3,000-$5,999; 19% each, $7,500-$9,999 and $10,000-$14,999.
--48% are working for private industry; 11%, state government; 10%, tourist industry.
--66% are working on Oahu; 18%, Hawaii
--36% feel that their present jobs are the type in which they will probably make their career; 28% feel "definitely will" make their career
--41% feel their course work is very relevant to their jobs; 32%, "somewhat relevant"
--46% selected almost all their courses according to their importance to career plans; 34%, selected most of their courses for this reason.

There were statistically significant differences, by program, on the following items: full-/part-time status, location of employment, job/career relationship, job/course relevance and career/course selection.[3]

The data, by program, in Tables 5, 6 and 7 also indicate that:

a. The proportions of respondents working full-time range from 89 percent (public services) to 47 percent (hotel/food services).

b. Clerical/sales occupations are dominant among liberal arts and business graduates; service occupations among graduates from health, hotel/food and public service programs; machine trade occupations among technology graduates.

c. A plurality of liberal arts and public service graduates employed full-time have annual incomes of $10,000-$14,999; business and technology graduates, $6,000-$7,499; health services, $7,500-$9,999; hotel/food services, $3,000-$5,999 and $7,500-$9,999.

d. At least a plurality of graduates from liberal arts, business, health services, hotel/food services and technology are employed in private industry. A majority of public service graduates are employed by city government.

[3]Results of chi-square analysis on occupation, employer classification and annual income are disregarded because many cells are 0.

e. At least a majority of graduates from each of the six programs are employed on Oahu, ranging from 79 percent (hotel/food services) to 56 percent (technology).

f. A plurality of the graduates from liberal arts, business, hotel/food services and technology feel that their present jobs are the type in which they will probably make their career. At least a plurality of graduates from health services and public services feel that their present job/career plans are definitely related. However, about a fourth of the graduates indicated "probably" or "definitely" not related from the following programs: liberal arts, business, hotel/food services.

g. Graduates from the following programs feel that the content of their course work is very relevant to their jobs: health services (82 percent), hotel/food services (56 percent), public services (67 percent) and technology (39 percent). A plurality of graduates from liberal arts and business say the courses are somewhat relevant.

h. At least a plurality of graduates from liberal arts (36 percent), business (42 percent), health services (74 percent), public services (54 percent) and technology (48 percent) indicated that they selected almost all their courses because they were important to career plans, and a plurality of graduates from hotel/food services (56 percent) selected most of their courses for this reason.

5. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 1 and 2 illustrate the responses of students in terms of: (a) the number and percentage of respondents who considered the item very important and (b) of those students, the number and percentage who considered the item well fulfilled.[4]

[4]The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 1
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
COMMUNITY COLLEGE TOTAL

Note: The total bar indicates the percentage and number of the respondents who considered the goal very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was well fulfilled (choices 4 and 5).

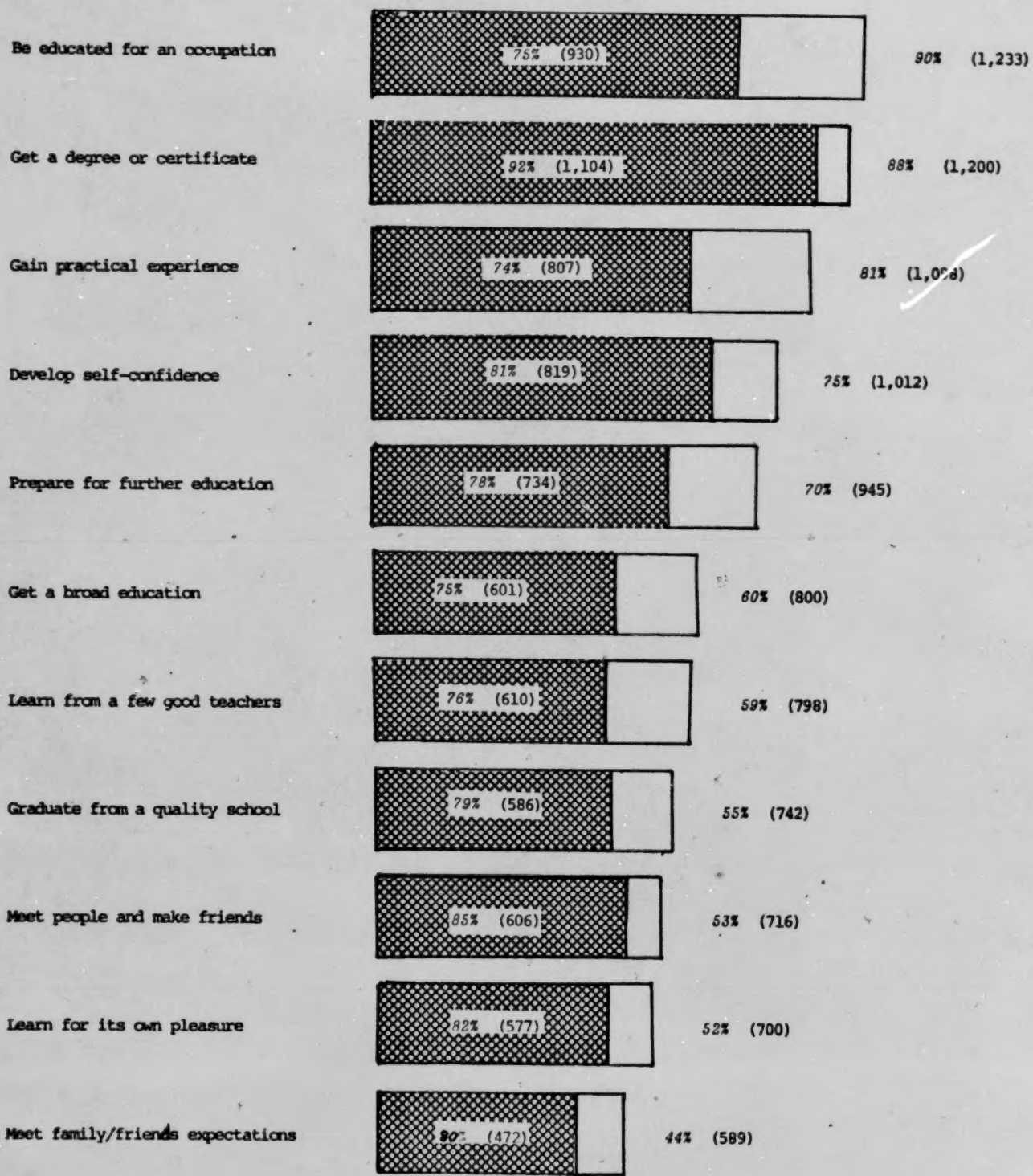
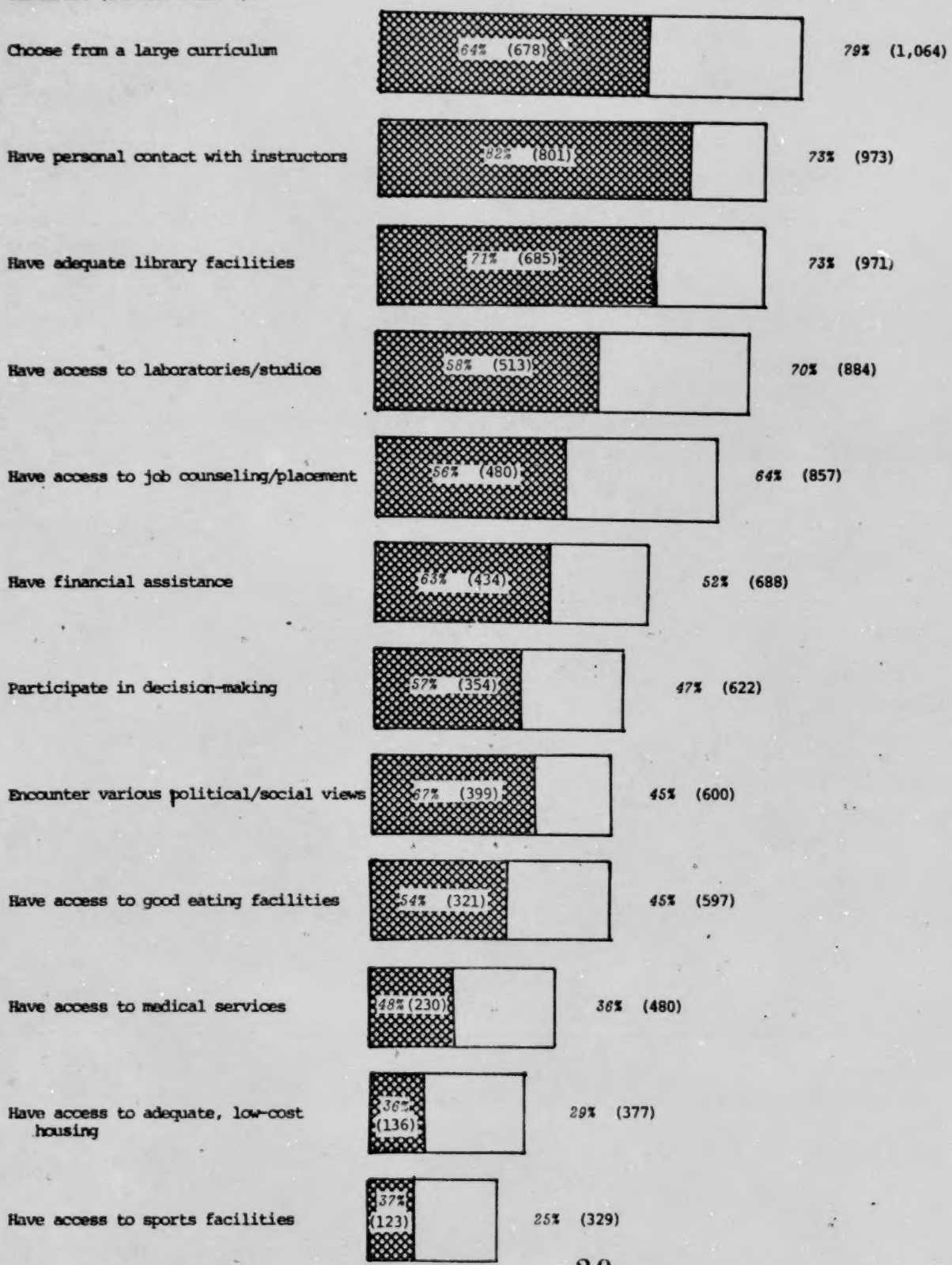


FIGURE 2
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
COMMUNITY COLLEGE TOTAL

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



A few highlights are presented below:

a. Goals

(1) There was quite a range in student opinions: 1,233 or 90 percent of the respondents considered "to be educated for an occupation" as very important and only 44 percent felt the same way about "meet the expectations of my family and friends." Other goals considered important by at least a thousand students were: "to get a degree or certificate," "to gain practical experience in my field" and "to learn to know myself and to develop self-confidence."

(2) *Respondents, by program, differed significantly in their assessment of the importance of 10 out of 11 goals. The one item on which there was no significant difference was "to learn to know myself and to develop self-confidence."* Some details on goals on which programs differed significantly are given below:

Goal[5]	Range: Percent of Students, by Program, Who Considered the Item Very Important	
Get a degree or certificate*	92% public svcs. 91% business	81% technology
Be educated for an occupation***	98% hotel/food svcs.	82% liberal arts
Meet people and make friends**	61% business	40% public svcs.
Get a broad education**	67% liberal arts	43% health svcs.
Learn from a few good teachers*	66% hotel/food svcs.	48% public svcs.
Meet family/friends expectations***	53% business	37% liberal arts, hlth svcs., public svcs
Gain practical experience***	90% health svcs.	68% liberal arts
Prepare for further education*	77% liberal arts	62% technology
Learn for its own pleasure**	62% liberal arts	46% public svcs., technology
Graduate from quality school*	66% hotel/food svcs.	52% public svcs. 51% technology

[5]Based on chi-square analysis, levels of significance denoted thus: * .05, ** .01, *** .001.

(3) Figure 1 also shows the proportion of students who felt that their very important goals were well fulfilled. On all items, there were about 3/4 and more indicating that their goals had been well fulfilled. There was a range in the proportion expressing this sentiment: 74 percent (gain practical experience) to 92 percent (get degree or certificate). *Respondents, by program, differed significantly in their assessment of fulfillment on the following five goals:*

Goal	Range: Percentage of Respondents Who Fo Their Very Important Goals Well Fulfille	
Get a degree or certificate***	98% health svcs.	89% liberal art
Be educated for an occupation***	91% health svcs.	55% liberal art
Learn from a few good teachers**	88% hotel/food svcs.	72% health svcs
Meet family/friends expectations***	93% health svcs.	76% liberal art
Gain practical experience***	90% health svcs.	58% liberal art

It is interesting to note that in four out of five of the above goals, (a) health services graduates led the others in feeling that their very important goals had been well fulfilled and (b) liberal arts graduates had the lowest proportion sharing these sentiments.

b. Expectations

(1) There was a range in student reactions to aspects of the campus environment they considered very important: 1,064 or 79 percent of the respondents indicated "to be able to choose from a large curriculum" and 329 or 25 percent, "to have access to sporting equipment and areas."

(2) *Respondents, by program, differed significantly in their assessment of the importance of 10 out of 12 expectations. The two items on which there was no significant difference were "participate in decision-making" and "have personal contact with instructors."* Data on program differences are given below:

Expectation	Range: Percent of Students, by Progra Who Considered the Item Very Importan	
Choose from a large curriculum***	84% liberal arts 83% business	69% health svcs
Have access to sports facilities**	32% hotel/food svcs.	15% public svcs
Have access to medical services***	61% health svcs.	25% public svcs
Encounter various political/social views***	57% liberal arts 56% hotel/food svcs.	36% technology

Have access to good eating facilities***	72% hotel/food svcs.	39% public svcs.
Have financial assistance*	69% hotel/food svcs.	47% technology
Have access to job counseling/ placement***	71% business, hotel/food svcs.	51% public svcs.
Have adequate library facilities***	81% liberal arts	68% business, technology
Have access to adequate, low-cost housing**	47% hotel/food svcs.	15% public svcs.
Have access to labs/studios***	80% health svcs.	56% public svcs.

(3) Figure 2 also shows the proportion of students who felt that their very important expectations were well fulfilled. There was quite a range in the proportion expressing this sentiment: 801 or 82 percent, "to have personal contact with instructors" to 123 or 37 percent, "to have access to sporting equipment and areas." *Respondents, by program, differed significantly in their assessment of fulfillment on the following 8 aspects of the campus environment:*

Expectation	Range: Percentage of Respondents Who Found Their Very Important Expectations Well Fulfilled	
Choose from large curriculum**	77% hotel/food svcs.	52% health svcs.
Encounter various political/social views***	79% public svcs.	52% health svcs.
Have access to good eating facilities***	85% hotel/food svcs.	44% technology
Have financial assistance**	85% public svcs.	56% health svcs.
Have access to job counseling/ placement***	73% hotel/food svcs.	47% technology
Have adequate library facilities***	78% public svcs.	51% health svcs.
Have access to adequate, low-cost housing***	55% hotel/food svcs.	19% health svcs.
Have access to labs/studios**	80% hotel/food svcs.	46% health svcs.

It is obvious that graduates from two programs--hotel/food services and public services--led the others in feeling that their very important expectations had been well fulfilled. Graduates from health services and technology had the lowest proportions expressing these sentiments about the campus environment.

D. Findings: Campus Highlights

1. Hawaii Community College

a. Representativeness Data

Out of the 325 graduates, 290 (89 percent) completed the questionnaire. Respondents were representative of the graduate population on all five characteristics—sex, age as of the end of 1976, program, degree and grade point average. The data in Table 8 indicate that the dominant characteristics of the respondents were:

—50% male, 50% female
—53% 20-21 years old at the end of 1976
—36% technology graduates; 33%, business
—68% A.S. recipients
—36% grade point averages of 2.0-2.9; 28%, 3.0-3.4.

TABLE 8
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: HAWAII COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	290	100.0	325	100.0
Sex				
Female	144	49.7	164	50.5
Male	146	50.3	161	49.5
Age				
Below 20	14	4.8	14	4.3
20-21	154	53.1	174	53.5
22-24	51	17.6	60	18.5
25-29	39	13.4	43	13.2
Over 29	32	11.0	34	10.5
Program				
Liberal Arts	27	9.3	32	9.8
Business	96	33.1	106	32.6
Health Services	30	10.3	38	11.7
Hotel/Food Services	12	4.1	13	4.0
Public Services	16	5.5	17	5.2
Technology	105	36.2	115	35.4
Other	4	1.4	4	1.2
Degree				
Certificate of Completion	4	1.4	4	1.2
Certificate of Achievement	60	20.7	67	20.6
Associate of Science	197	67.9	219	67.4
Associate of Arts	29	10.0	35	10.8
Grade Point Average				
3.5 and above	58	20.0	62	19.1
3.0-3.4	81	27.9	90	27.7
2.0-2.9	105	36.2	117	36.0
Below 2.0	46	15.9	56	17.2

b. Additional Degrees

One 1975-76 graduate in public services earned an additional A.S. degree.

c. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 74 (26 percent) checked more than one activity. The most common activities are:

157	54%	Employed
38	13%	Multiple responses
36	13%	Enrolled in school and employed

There are 23 respondents who are unemployed and looking for work; 19 are enrolled in school; the remaining 16 are engaged in other activities.

The data in Table 9 further indicate that over half of the graduates from business (64 percent), health services (60 percent) and technology (55 percent) are employed.

TABLE 9
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: HAWAII COMMUNITY COLLEGE

MAJORP	COUNT / ROW PCT	1 ENROLLED IN SCH	2 EMPLOYED	3 HAVING HOME RES	4 ACTIVE MILITARY	5 UNEMPL-- LOOKING	6 UNEMPL-- NOT LOOK	7 OTHER	8 IN SCH & WORKING	9 OTHER MULT RES	ROW TOTAL
1 LIBERAL ARTS	5	9	0	0	1	0	2	8	2	27
	18.5	33.3	0.0	0.0	3.7	0.0	7.4	29.6	7.4	9.2
2 BUSINESS	5	61	2	0	7	1	1	10	9	96
	5.2	63.5	2.1	0.0	7.3	1.0	1.0	10.4	9.4	33.1
3 HEALTH SERVICES	2	18	0	0	1	0	2	1	6	30
	6.7	60.0	0.0	0.0	3.3	0.0	6.7	3.3	20.0	10.3
4 HOTEL & FOOD SVS	2	4	1	0	4	0	1	1	1	12
	8.3	33.3	8.3	0.0	33.3	0.0	8.3	8.3	8.3	4.1
6 PUBLIC SERVICES	0	6	0	1	1	0	0	5	2	15
	0.0	40.0	0.0	6.7	6.7	0.0	0.0	33.3	13.3	5.2
0 TECHNOLOGY	7	68	0	0	9	1	4	9	17	107
	6.7	65.2	0.0	0.3	8.6	1.0	3.8	8.6	16.2	36.9
7 OTHER	0	1	0	0	3	0	0	2	1	7
	0.0	25.0	0.0	0.0	0.0	0.0	0.0	50.0	25.0	1.4
COLUMN TOTAL	19	157	3	1	23	2	10	36	38	289
	6.6	54.3	1.0	0.3	8.0	0.7	3.5	12.5	13.1	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 48 to 69, and percentages are based on the total for a particular item. The dominant characteristics are:

--83% (55) are now part-time students
--46% (32) are currently attending Hawaii Community College; 28% (19), Hilo College. (In addition, 2 are at the College of Agriculture

in Hilo. The total remaining at the University of Hawaii at Hilo is therefore 53 or 77 percent of the 1975-76 graduates.)
--52% (25) are seeking Bachelor's degrees
--20% (12) are majoring in business; 10, technology; 9, social sciences.

There was a statistically significant difference, by program, on full-/part-time status. Very high proportions of the following graduates are now part-time students: liberal arts (100 percent) and technology (90 percent).

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 132 to 220, and percentages are based on the total for a particular item. The dominant characteristics are:

--76% (144) are working full-time
--33% (67) are in clerical/sales occupations; 21% (43), service occupations
--full-time only: 29% (25) have annual incomes of $3,000-$5,999; 25% (21), $6,000-$7,499. (Total full-time: 85)
--56% (114) are working for private industry; 10% each (21), tourist industry and state government
--91% (201) are working on Hawaii
--48% (64) feel that their present jobs are the type in which they will probably make their career; 26% (35) feel "definitely will" make their career
--44% (59) feel their course work is very relevant to their jobs; 33% (44), "somewhat relevant"
--47% (62) selected almost all their courses according to their importance to career plans; 35% (46) selected most of their courses for this reason.

There was a statistically significant difference, by program, on job/course relevance. Especially high proportions of graduates from the following programs felt that their courses were very relevant to their jobs: health services (86 percent), public services (78 percent) and hotel/food services (67 percent).

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 3 and 4 illustrate the responses of students in terms of: (1) the number and percentage of respondents who

FIGURE 3
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
HAWAII COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was well fulfilled (choices 4 and 5).

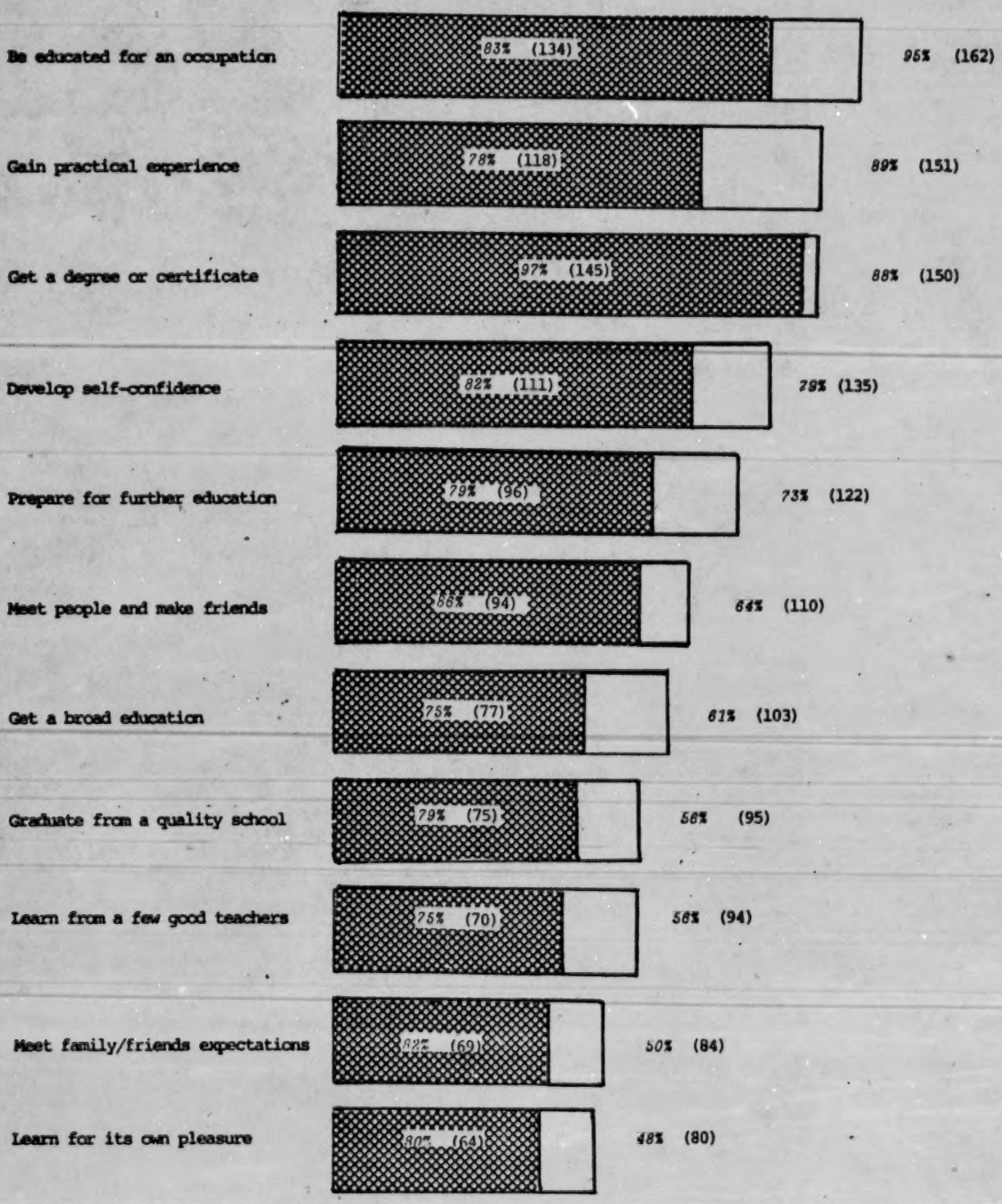
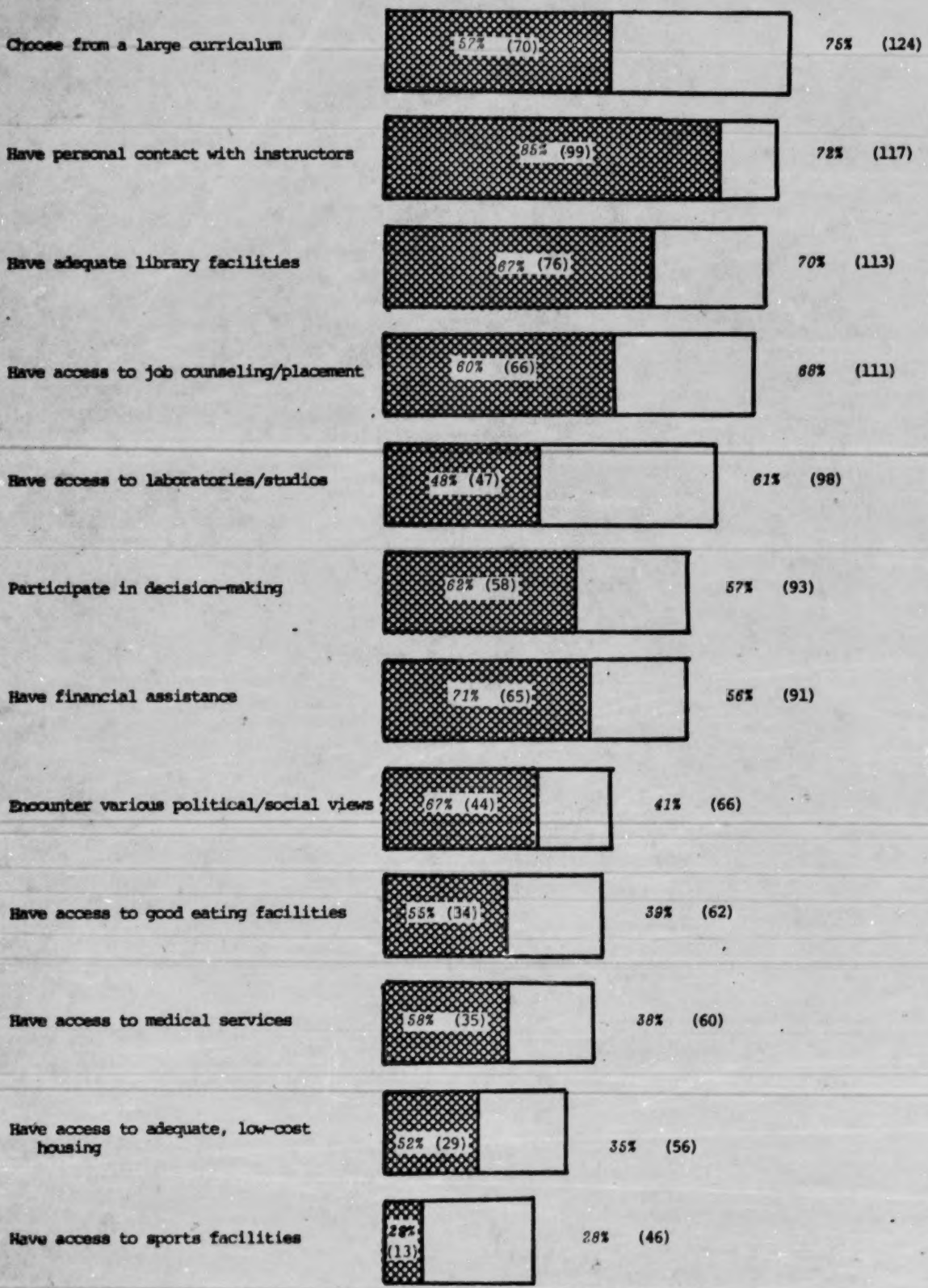


FIGURE 4
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
HAWAII COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



considered the item very important and (2) of those students, the number and percentage who considered the item well fulfilled.[6] A few highlights are presented below:

(1) Goals

(a) There was quite a range in student opinions: 162 respondents considered "to be educated for an occupation" as very important and only 80 felt the same way about "to learn for the pleasure of learning." Other goals considered very important by at least 150 students were: "get a degree or certificate," "gain practical experience in my field."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 3 out of 11 goals:*

Goal[7]	Program With Highest Proportion Considering Goal Very Important
Be educated for an occupation***	business and technology
Develop self-confidence*	business
Gain practical experience**	business and technology

(c) Figure 3 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 97 percent for "get degree or certificate" to 75 percent for "get a broad education" and "learn from a few good teachers." *Respondents, by program, differed significantly in their assessment of fulfillment on the following four goals:*

Goal	Program With Highest Proportion Indicating Very Important Goals Were Well Fulfilled
Learn from a few good teachers***	liberal arts
Gain practical experience**	business and technology
Prepare for further education*	technology
Graduate from a quality school**	technology

[6]The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

[7]Based on chi-square analysis, levels of significance denoted thus: *.05, **.01, *** .001. Only programs with 20 or more graduates responding to a particular item are considered.

(2) Expectations

(a) There was a range in student reactions to aspects of the campus environment they considered very important: 124, "to be able to choose from a large curriculum" to 46, "have access to sporting equipment and areas."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 5 out of 12 expectations:*

Expectation	Program With Highest Proportion Considering Expectation Very Important
Have access to sports facilities*	liberal arts
Encounter various political/social views**	liberal arts
Have access to good eating facilities**	technology
Have access to job counseling/placement**	technology and busines
Have access to laboratories/studios*	technology

(c) Figure 4 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 85 percent for "personal contact with instructors" to 28 percent for "access to sports facilities." *Respondents, by program, differed significantly in their assessment of fulfillment on the following expectation: "have adequate library facilities."* Business graduates had the highest proportion expressing "well fulfilled" sentiments.

2. Honolulu Community College

a. Representativeness Data

Out of the 487 graduates, 293 (60 percent) completed the questionnaire. Respondents were representative of the graduate population on two characteristics--program and degree--out of five. We found higher proportions of the following groups among respondents than in the graduate population: females; graduates over 29 years and 20-21 years old by the end of 1976; graduates with grade point averages of 3.5 and above.

The data in Table 10 indicate that the dominant characteristics of the respondents were:

--82% male
--30% 22-24 years old at the end of 1976; 29%, 20-21 years
--63% technology graduates
--70% A.S. recipients
--36% grade point average of 2.0-2.9; 29%, 3.0-3.4.

TABLE 10
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: HONOLULU COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic[a]	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	293	100.0	487	100.0
Sex*				
Female	53	18.1	71	14.6
Male	240	81.9	415	85.2
Age**				
Below 20	3	1.0	3	0.6
20-21	85	29.0	132	27.1
22-24	88	30.0	145	29.8
25-29	45	15.4	100	20.5
Over 29	72	24.6	107	22.0
Program				
Liberal Arts	39	13.3	57	11.7
Hotel/Food Services	4	1.4	4	0.8
Public Services	61	20.8	99	20.3
Technology	184	62.8	313	64.3
Other	4	1.4	13	2.7
Degree				
Certificate of Completion	4	1.4	13	2.7
Certificate of Achievement	45	15.4	81	16.6
Associate of Science	204	69.6	335	68.8
Associate of Arts	40	13.7	58	11.9
Grade Point Average*				
3.5 and above	65	22.2	93	19.1
3.0-3.4	86	29.4	141	29.0
2.0-2.9	104	35.5	172	35.3
Below 2.0	38	13.0	81	16.6

[a]Sum of the parts may not equal the total because "no data" is excluded: program (1) for respondents; sex (1), program (1) for the graduate population.

b. Additional Degrees

Two 1975-76 graduates in liberal arts earned additional degrees: 1, Bachelor's; 1, Certificate of Completion.

c. Current Activities

Graduates were asked to check all the activities in which they are currently engaged, and 123 (42 percent) checked more than one activity. The most common activities are:

120	41%	Employed
74	25%	Enrolled in school and employed
49	17%	Multiple responses

There are an additional 20 enrolled in school; 18 who are unemployed and looking for work; the remaining 12 are engaged in other activities.

The data in Table 11 further indicate that (1) half of the technology graduates are employed; (2) about 2/5 of the graduates in liberal arts and public services are enrolled in school and working.

TABLE 11
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: HONOLULU COMMUNITY COLLEGE

MAJGRP	COUNT / ROW PCT	1 ENROLLED IN SCH	2 EMPLOYED	3 HAVING HOME RES	4 ACTIVE MILITARY	5 UNEMPL-- LOOKING	6 UNEMPL-- NOT LOOK	7 OTHER	8 IN SCH & WORKING	9 OTHER MULT RES	ROW TOTAL
0 NO DATA	0	0	0	0	0	0	0	0	1	0	1
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.3
1 LIBERAL ARTS	4	6	0	1	2	0	0	0	17	9	39
	10.3	15.4	0.0	2.6	5.1	0.0	0.0	0.0	43.6	23.1	13.3
4 HOTEL & FOOD SVS	1	1	0	0	0	0	0	0	2	0	4
	25.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	1.4
5 PUBLIC SERVICES	2	19	2	3	0	0	0	0	23	12	61
	3.3	31.1	3.3	4.9	0.0	0.0	0.0	0.0	37.7	19.7	20.8
6 TECHNOLOGY	13	93	0	0	16	1	4	4	31	26	184
	7.1	50.5	0.0	0.0	8.7	0.5	2.2	2.2	16.8	14.1	62.8
7 OTHER	0	1	0	1	0	0	0	0	0	2	4
	0.0	25.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	50.0	1.4
COLUMN TOTAL	20	120	2	5	18	1	4	74	49		293
	6.8	41.0	0.7	1.7	6.1	0.3	1.4	25.3	16.7		100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 112 to 127, and percentages are based on the total for a particular item. The dominant characteristics are:

--64% (81) are part-time students
--50% (63) are currently attending Honolulu Community College; 23% (29), UH Manoa
--59% (69) are seeking Bachelor's degrees
--25% (28) are majoring in technology; 17, home economics; 10, liberal arts.

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 215 to 231, and percentages are based on the total for a particular item. The dominant characteristics are:

--73% (157) are working full-time
--39% (87) are in service occupations; 17% each (38), machine trades and structural work
--full-time only: 24% (36) have annual incomes of $10,000-$14,999; 18% (27), $15,000-$19,999; 16% each (24), $3,000-$5,999 and $7,500-$9,999. (Total full-time: 148)
--48% (108) are working for private industry; 17% (39), city government
--91% (210) are working on Oahu
--35% (79) feel that their present jobs are the type in which they will definitely make their career; 29% (66), "probably will" make their career
--44% (100) feel their course work is very relevant to their jobs; 27% (62), "somewhat relevant"
--45% (104) selected almost all their courses according to their importance to career plans; 36% (84), selected most of their courses for this reason.

There were statistically significant differences, by program, on full-/part-time employment, job/career relationship, job/course relevance and career/course selection. Especially high proportions of public services graduates: (1) are working full-time; (2) feel that their present jobs are the type in which they will definitely make their career; (3) feel that their course work is very relevant to their jobs; (4) selecte almost all their courses according to their importance to career plans.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 5 and 6 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[8] A few highlights are presented below:

(1) Goals

(a) There was quite a range in student opinions: 260 respondents considered "to be educated for an occupation" very important

[8]The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 5
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
HONOLULU COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very importa (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was we fulfilled (choices 4 and 5).

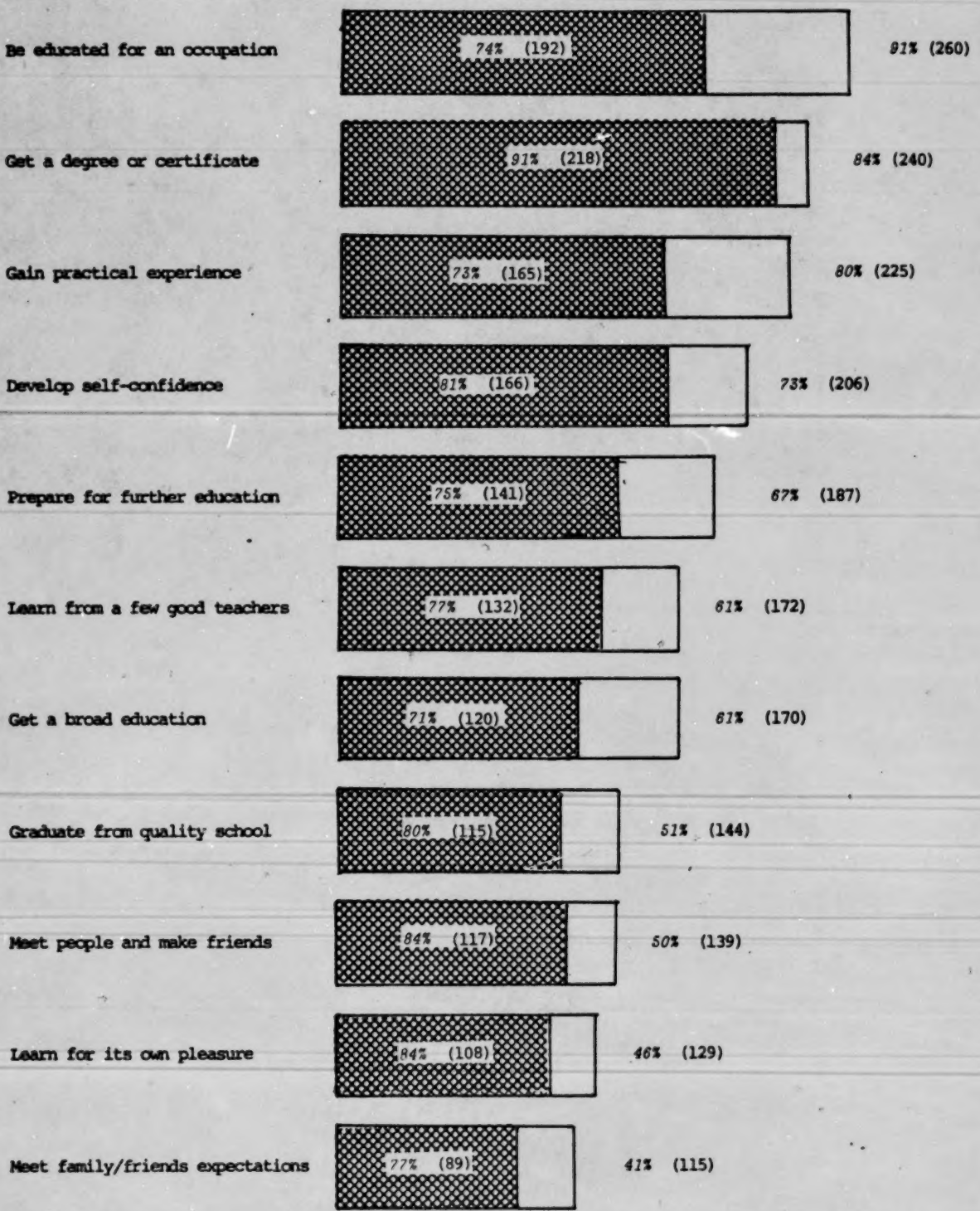
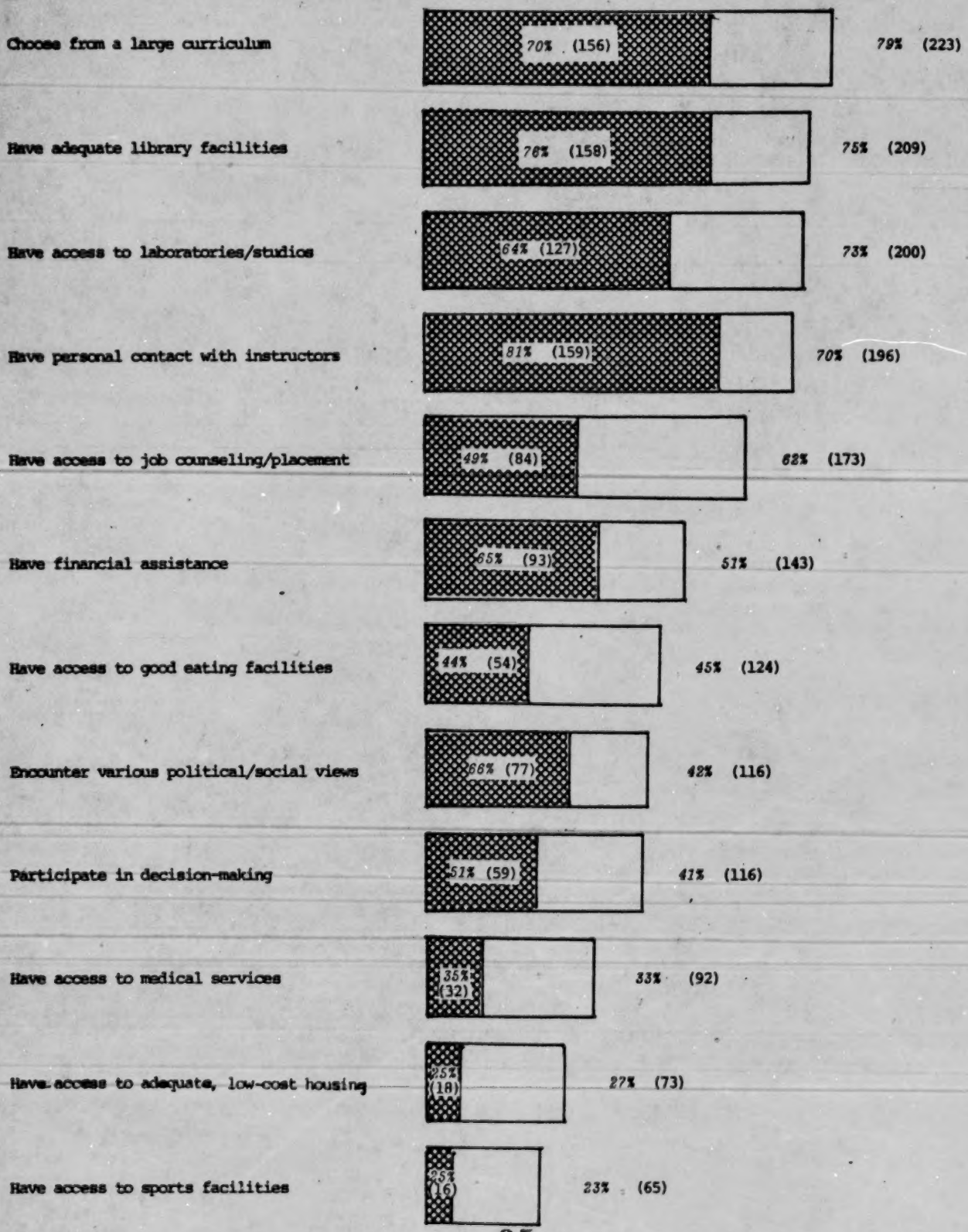


FIGURE 6
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
HONOLULU COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



and only 115 felt the same way about "to meet the expectations of my family and friends." Other goals considered very important by at least 200 students were: "to get a degree or certificate," "to learn to know myself and to develop self-confidence," "to gain practical experience in my field."

(b) *Respondents, by program, differed significantly (.05 level) in their assessment of the importance of one goal: "gain practical experience in my field."* A high proportion of technology graduates considered this goal very important.

(c) Figure 5 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 91 percent for "get degree or certificate" to 71 percent for "get a broad education." *Respondents, by program, differed significantly (.01 level) in their assessment of fulfillment on one goal: "to get a degree or certificate."* A high proportion of public services graduates expressed "well fulfilled" sentiments.

(2) Expectations

(a) There was a range in student reactions to aspects of the campus environment they considered very important: 223, "to be able to choose from a large curriculum" to 65, "to have access to sporting equipment and areas." Other expectations considered very important by at least 200 students were "to have adequate library facilities" and "to have access to well-equipped laboratories and/or studios."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 4 out of 12 expectations:*

Expectation[9]	Program With Highest Proportion Considering Expectation Very Important
Choose from large curriculum*	liberal arts; public svc
Encounter various political/social views*	public svcs.; liberal a
Have access to job counseling/placement*	technology
Have access to laboratories/studios**	liberal arts; technolog

[9]Based on chi-square analysis, levels of significance denoted thus: *.05, ** .01, *** .001. Only programs with 20 or more graduates responding to a particular item are considered.

(c) Figure 6 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 81 percent for "have personal contact with instructors" to 25 percent for "have access to sporting equipment and areas" and for "have access to adequate, low-cost housing." *Respondents, by program, differed significantly (.001 level) in their assessment of fulfillment on the following goal: "have access to adequate library facilities."* Public services graduates had the highest proportion expressing "well fulfilled" sentiments.

3. Kapiolani Community College

a. Representativeness Data

Out of the 625 graduates, 378 (61 percent) completed the questionnaire. Respondents were representative of the graduate population on three characteristics--sex, program and grade point average--out of five. We found higher proportions of the following groups among respondents than in the graduate population: graduates 20-21 years old at the end of 1976 and A.S. recipients.

The data in Table 12 indicate that the dominant characteristics of the respondents were:

--76% female
--46% 20-21 years old at the end of 1976; 25%, 22-24 years
--47% business graduates; 26%, health services
--54% A.S. recipients
--40% grade point average of 2.0-2.9; 25%, 3.0-3.4

TABLE 12
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: KAPIOLANI COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic[a]	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	378	100.0	625	100.0
Sex				
Female	287	75.9	472	75.5
Male	91	24.1	153	24.5
Age*				
Below 20	12	3.2	18	2.9
20-21	174	46.0	262	41.9
22-24	94	24.9	164	26.2
25-29	45	11.9	92	14.7
Over 29	53	14.0	89	14.2
Program				
Liberal Arts	34	9.0	59	9.4
Business	178	47.1	290	46.4
Health Services	97	25.7	163	26.1
Hotel/Food Services	36	9.5	55	8.8
Public Services	2	0.5	3	0.5
Other	30	7.9	52	8.3
Degree*				
Certificate of Completion	34	9.0	62	9.9
Certificate of Achievement	105	27.8	195	31.2
Associate of Science	205	54.2	309	49.4
Associate of Arts	34	9.0	59	9.4
Grade Point Average				
3.5 and above	77	20.4	115	18.4
3.0-3.4	96	25.4	159	25.4
2.0-2.9	152	40.2	250	40.0
Below 2.0	53	14.0	101	16.2

[a]Sum of the parts may not equal the total because "no data" is excluded: program (1) for respondents; program (3) for the graduate population.

b. Additional Degrees

One 1975-76 graduate in business earned an additional certificate.

c. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 120 (32 percent) checked more than one activity. The most common activities are:

197	52%	Employed
72	19%	Enrolled in school and employed
48	13%	Multiple responses

There are 31 respondents who are unemployed and looking for work; an additional 20 who are enrolled in school; the remaining 9 are engaged in other activities.

The data in Table 13 further indicate that over half of the following graduates are employed: business (61 percent) and health services (54 percent). Close to half of the liberal arts graduates (47 percent) are enrolled in school and working.

TABLE 13
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: KAPIOLANI COMMUNITY COLLEGE

MAJGRP	COUNT / ROW PCT	ENROLLED IN SCH (1)	EMPLOYED (2)	HAVING HOME RES (3)	ACTIVE MILITARY (4)	UNEMPL-- LOOKING (5)	UNEMPL-- NOT LOOK (6)	OTHER (7)	IN SCH & WORKING (8)	OTHER MULT RES (9)	ROW TOTAL
0 NO DATA		0	0	0	0	1	0	0	0	0	1
		0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.3
1 LIBERAL ARTS		5	7	0	1	0	0	0	16	5	34
		14.7	20.6	0.0	2.9	0.0	0.0	0.0	47.1	14.7	9.0
2 BUSINESS		6	108	0	1	18	2	1	30	12	178
		3.4	60.7	0.0	0.6	10.1	1.1	0.6	16.9	6.7	47.2
3 HEALTH SERVICES		4	52	1	0	6	1	0	14	19	97
		4.1	53.6	1.0	0.0	6.2	1.0	0.0	14.4	19.6	25.7
4 HOTEL & FOOD SVS		4	16	0	0	3	0	0	7	5	35
		11.4	45.7	0.0	0.0	8.6	0.0	0.0	20.0	14.3	9.3
5 PUBLIC SERVICES		0	1	0	0	0	0	0	0	1	2
		0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.5
7 OTHER		1	13	1	0	3	0	1	5	6	30
		3.3	43.3	3.3	0.0	10.0	0.0	3.3	16.7	20.0	8.0
COLUMN TOTAL		20	197	2	2	31	3	2	72	48	377
		5.3	52.3	0.5	0.5	8.2	0.8	0.5	19.1	12.7	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 92 to 107, and percentages are based on the total for a particular item. The dominant characteristics are:

—56% (59) are now part-time students
—39% (42) are currently attending UH Manoa; 30%, (32), Kapiolani

--54% (54) are seeking Bachelor's degrees
--12% (11) are majoring in business; 10 each, humanities and nursing.

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 272 to 305, and percentages are based on the total for a particular item. The dominant characteristics are:

--74% (201) are working full-time
--47% (140) are in clerical/sales occupations; 38% (115), service occupat
--full-time only: 33% (63) have annual incomes of $6,000-$7,499; 25% (48), $7,500-$9,999. (Total full-time: 191)
--49% (142) are working for private industry; 15%. (43) state government
--95% (290) are working on Oahu
--42% (127) feel that their present jobs are the type in which they will probably make their career; 28% (85) feel "definitely will" make their career
--52% (158) feel their course work is very relevant to their jobs
--51% (151) selected almost all their courses according to their importan to career plans.

There were statistically significant differences, by program, on job/career relationship, job/course relevance and career/course selection. Especially high proportions of health services graduates: (1) feel that their present jobs are the type in which they will definitely make their career; (2) feel their course work is very relevant to their jobs; (3) selected almost all their courses according to their importance to career plans.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 7 and 8 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[10] A few highlights are presented below:

(1) Goals

(a) There was quite a range in student opinions: 356 respondents considered "to be educated for an occupation" very important

[10] The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 7
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
KAPIOLANI COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was well fulfilled (choices 4 and 5).

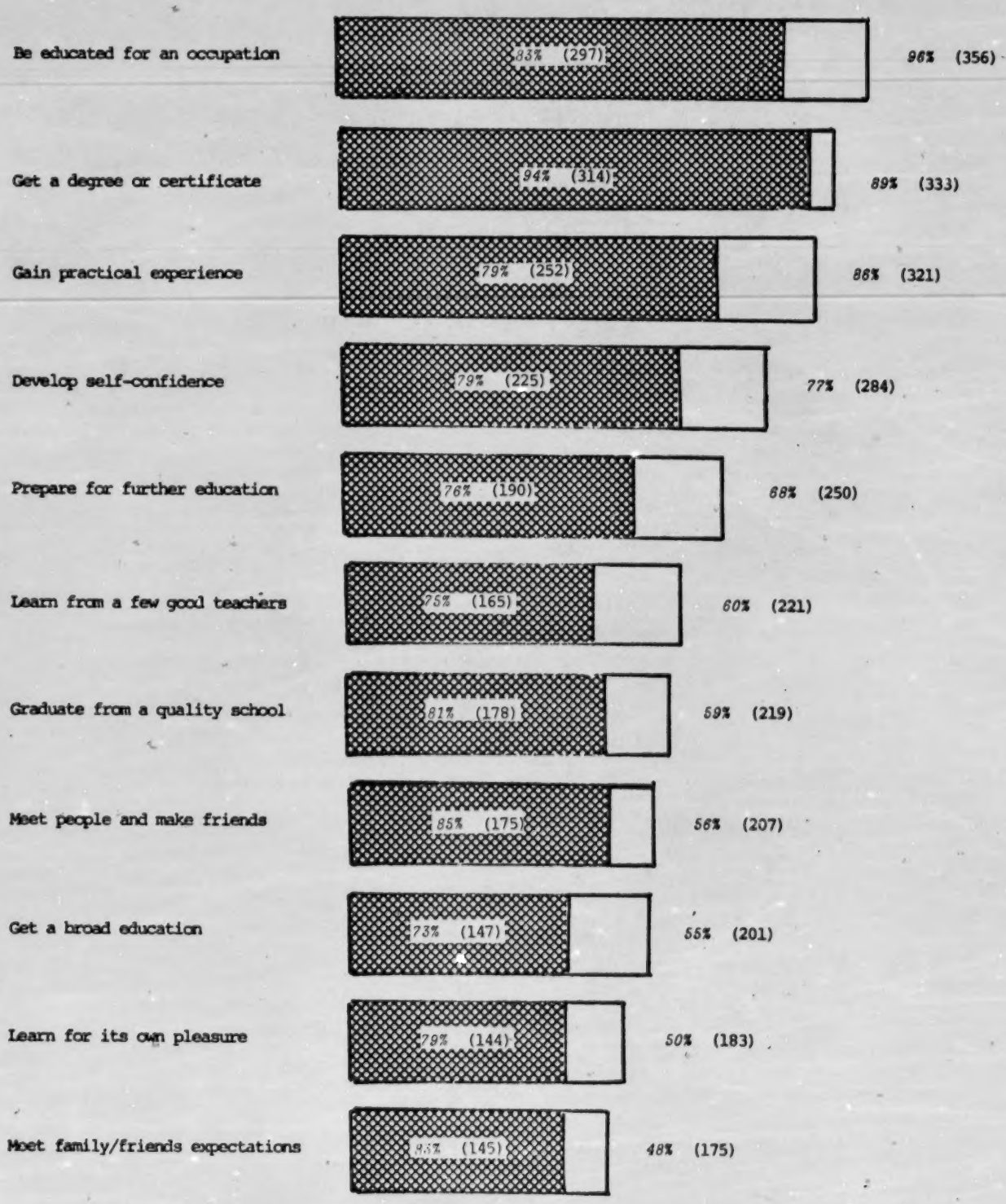
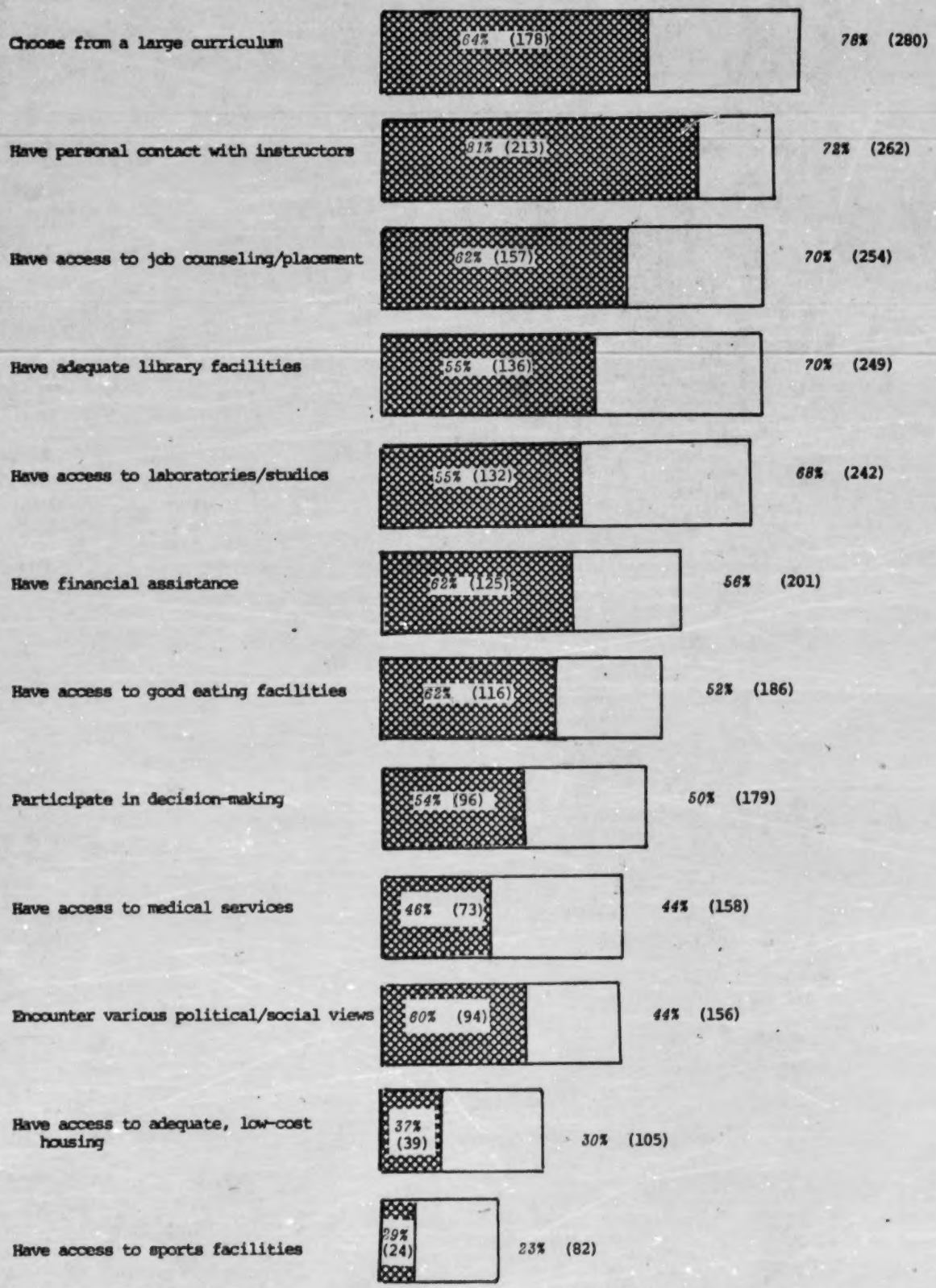


FIGURE 8
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
KAPIOLANI COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



and only 175 felt the same way about "to meet the expectations of my family and friends." Other goals considered very important by at least 300 students were: "to get a degree or certificate," "to gain practical experience in my field."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 6 out of 11 goals:*

Goal[11]	Program With Highest Proportion Considering Goal Very Important
Meet people and make friends*	business; other
Learn from a few good teachers*	hotel/food svcs.; health svcs.
Develop self-confidence**	health svcs.
Meet family/friends expectations**	business
Gain practical experience***	other; health svcs.
Graduate from a quality school*	other; health svcs.

(c) Figure 7 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 94 percent for "get degree or certificate" to 73 percent for "get a broad education." *Respondents, by program, differed significantly in their assessment of fulfillment on the following 3 goals:*

Goal	Program With Highest Proportion Indicating Very Important Goals Were Well Fulfilled
Be educated for an occupation***	other; health services
Learn from a few good teachers***	hotel/food services
Gain practical experience***	health services; other

(2) Expectations

(a) There was quite a range in student reactions to aspects of the campus environment they considered very important: 280, "to be able to choose from a large curriculum" to 82, "have access to sporting equipment and areas." Other expectations considered

[11] Based on chi-square analysis, levels of significance denoted thus: * .05, ** .01, *** .001. Only programs with 20 or more graduates responding to a particular item are considered.

very important by at least 240 students were: "have personal contact with instructors," "have access to job counseling/ placement," "have adequate library facilities," "have access to well-equipped laboratories and/or studios."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 6 out of 12 expectations:*

Expectation	Program With Highest Proportion Considering Expectation Very Important
Choose from a large curriculum*	business
Have access to medical services***	other; health svcs.
Have personal contact with instructors**	health svcs.
Have access to good eating facilities**	hotel/food svcs.
Have access to adequate, low-cost housing**	hotel/food svcs.
Have access to laboratories/studios	health svcs.; hotel/ food svcs.

(c) Figure 8 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 81 percent for "personal contact with instructors" to 29 percent for "access to sporting equipment and areas." *Respondents, by program, differed significantly in their assessment of fulfillment on the following 6 expectations:*

Expectation	Program With Highest Proportion Indicating Very Important Expectations Were Well Fulfilled
Choose from a large curriculum*	hotel/food svcs.; other
Have access to good eating facilities*	hotel/food svcs.; other
Have financial assistance**	other; business
Have adequate library facilities***	other; business
Have access to adequate low-cost housing*	other; hotel/food svcs.
Have access to laboratories/studios**	hotel/food svcs.; other

4. Kauai Community College

a. Representativeness Data

Out of the 105 graduates, 73 (70 percent) completed the questionnaire. Respondents were representative of the graduate population on all five characteristics--sex, age at the end of 1976; program, degree and grade point average. The data in Table 14 indicate that the dominant characteristics of the respondents were:

--62% male
--32% 20-21 years old at the end of 1976; 30%, over 29 years
--44% liberal arts graduates; 23%, technology
--47% A.S. recipients; 44%, A.A.
--48% grade point averages of 2.0-2.9; 29%, 3.0-3.4.

TABLE 14
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: KAUAI COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	73	100.0	105	100.0
Sex				
Female	28	38.4	41	39.0
Male	45	61.6	64	61.0
Age				
Below 20			3	2.9
20-21	23	31.5	34	32.4
22-24	13	17.8	17	16.2
25-29	15	20.6	22	21.0
Over 29	22	30.1	29	27.6
Program				
Liberal Arts	32	43.8	45	42.9
Business	12	16.4	15	14.3
Health Services	7	9.6	13	12.4
Public Services	5	6.9	6	5.7
Technology	17	23.3	26	24.8
Degree				
Certificate of Completion				
Certificate of Achievement	7	9.6	14	13.3
Associate of Science	34	46.6	46	43.8
Associate of Arts	32	43.8	45	42.9
Grade Point Average				
3.5 and above	12	16.4	17	16.2
3.0-3.4	21	28.8	32	30.5
2.0-2.9	35	48.0	48	45.7
Below 2.0	5	6.9	8	7.6

b. Additional Degree

One 1975-76 graduate in business earned an additional A.S. degree.

c. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 29 (40 percent) checked more than one activity. The most common activities are:

32 44% Employed
15 21% Multiple responses
14 19% Enrolled in school and employed

There are 5 enrolled in school; 5, unemployed and looking for work; the remaining 2 are engaged in other activities.

The data in Table 15 further indicate that over half of the graduates from technology are employed.

TABLE 15
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: KAUAI COMMUNITY COLLEGE

MAJGFP	COUNT / ROW PCT	1 ENRCLLED IN SCH	2 EMPLOYED	3 HAVING HOME RES	5 UNEMPL-- LCOKING	7 OTHER	8 IN SCH & WORKING	9 OTHER MULT RES	ROW TOTAL
1 LIBERAL ARTS		3	11	1	1	0	8	8	32
		9.4	34.4	3.1	3.1	0.0	25.0	25.0	43.8
2 BUSINESS		0	6	0	2	0	3	1	12
		0.0	50.0	0.0	16.7	0.0	25.0	8.3	16.4
3 HEALTH SERVICES		0	5	0	0	0	0	2	7
		0.0	71.4	0.0	0.0	0.0	0.0	28.6	9.6
5 PUBLIC SERVICES		0	1	0	0	1	0	3	5
		0.0	20.0	0.0	0.0	20.0	0.0	60.0	6.8
6 TECHNOLOGY		2	9	0	2	0	3	1	17
		11.8	52.9	0.0	11.8	0.0	17.6	5.9	23.3
COLUMN TOTAL		5	32	1	5	1	14	15	73
		6.8	43.8	1.4	6.8	1.4	19.2	20.5	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 19 to 22, and percentages are based on the total for a particular item. The dominant characteristics are:

--59% (13) are now full-time students
--73% (16) are currently attending Kauai Community College
--46% (10) are seeking Bachelor's degrees; 7, Associate of Science
--26% (5) are majoring in business; 4, public services; 3, home economics.

The results of chi-square analysis are not presented because the number of students is small.

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 47 to 62, and percentages are based on the total for a particular item. The dominant characteristics are:

—75% (35) are working full-time
—29% each (17) are in clerical/sales and service occupations
—full-time only: 39% (13) have annual incomes of $10,000-$14,999; 18% (6), $7,500-$9,999. (Total full-time: 33)
—31% (18) are working for private industry; 13, tourist industry
—91% (53) are now working on Kauai
—36% (21) feel that their present jobs are the type in which they will definitely make their career; 19 feel probably will make their career
—33% each (19) feel their course work is very relevant and somewhat relevant to their jobs
—40% (25) selected almost all their courses according to their importance to career plans; 18 selected most of their courses for this reason.

There was a statistically significant difference, by program, on job/course relevance. Especially high proportions of liberal arts graduates felt that their courses were somewhat relevant to their jobs.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 9 and 10 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[12] A few highlights are presented below:

(1) Goals

(a) There was a range in student opinions: 58 respondents considered "to be educated for an occupation" and 57, "to get a degree or certificate" as very important, and only 25 felt the same way about "to meet the expectations of my family and friends."

[12] The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 9
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
KAUAI COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was well fulfilled (choices 4 and 5).

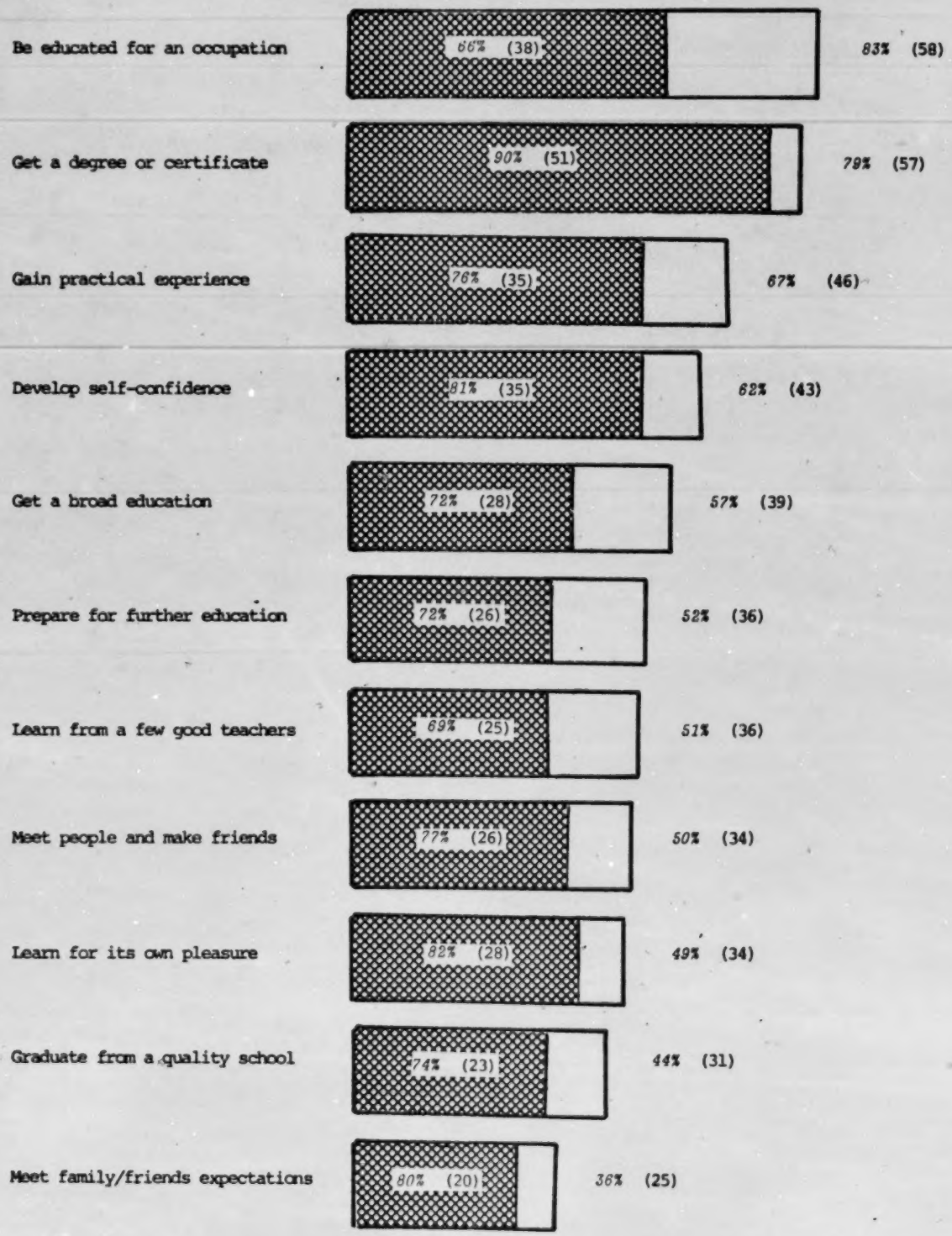
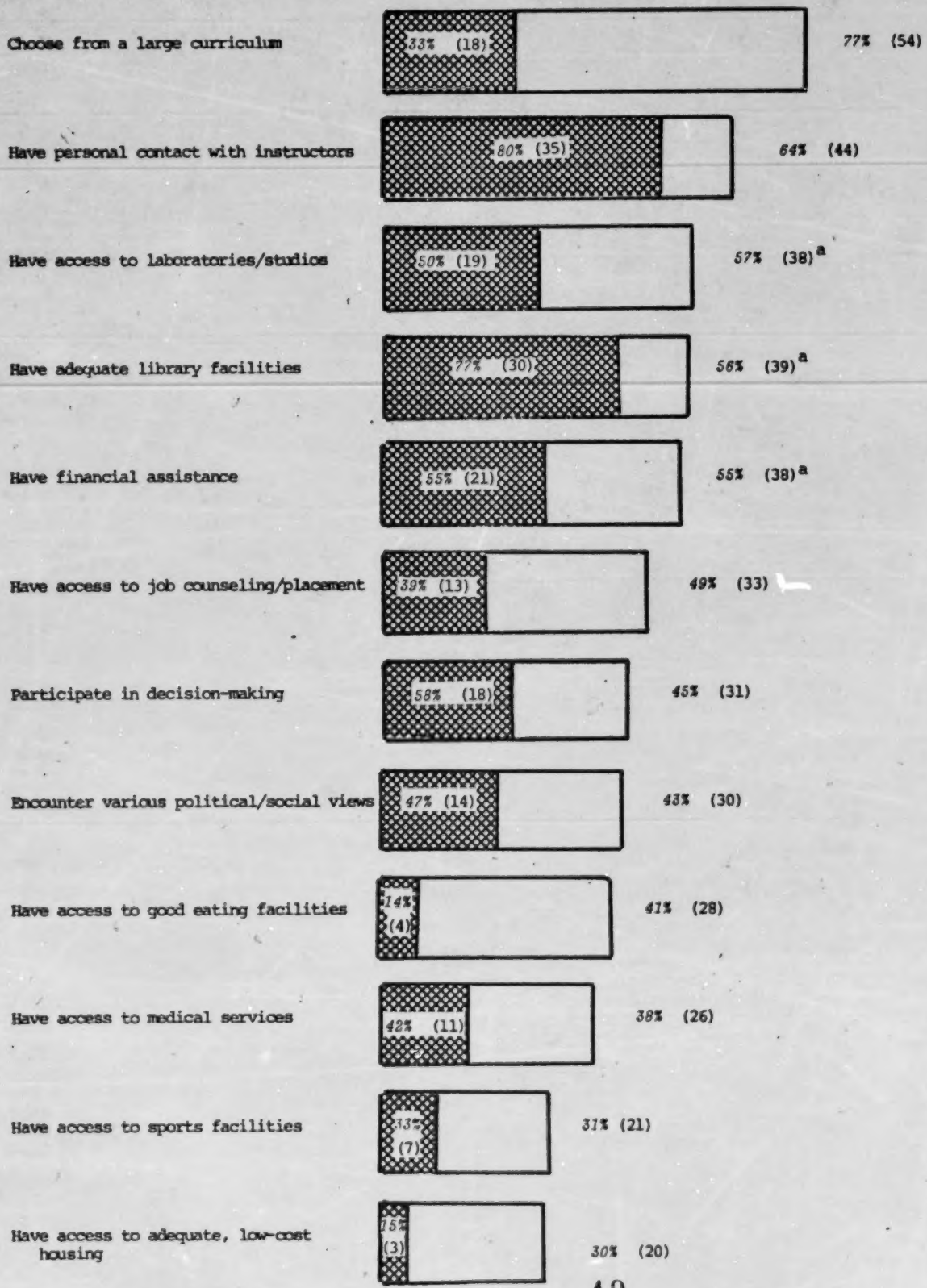


FIGURE 10
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
KAUAI COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



[a]67 students responded to the first item; 70 did so on the second; 69 on the third. This explains the difference in percentages.

(b) *Respondents, by program, differed significantly in their assessment of the importance of one goal: "to graduate from a quality school."* A high proportion of liberal arts graduates considered this goal very important.

(c) Figure 9 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 90 percent for "get a degree or certificate" to 66 percent for "be educated for an occupation." *Respondents, by program, did not differ significantly in their assessment of the fulfillment of their very important goals.*

2. Expectations

(a) There was a range in student reactions to aspects of the campus environment they considered very important: 54, "to be able to choose from a large curriculum" to 20, "have access to adequate, low-cost housing" and 21, "have access to sporting equipment and areas."

(b) *Respondents, by program, did not differ significantly in their assessment of the importance of the 12 expectations.*

(c) Figure 10 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 80 percent for "have personal contact with instructors" to 14 percent for "have access to efficient, low-cost eating facilities" and 15 percent for "have access to adequate, low-cost housing." *Respondents, by program, differed significantly in their assessment of fulfillment on one expectation: "encounter a variety of political and social viewpoints."* A high proportion of liberal arts graduates expressed "well fulfilled" sentiments on this item.

5. Leeward Community College

a. Representativeness Data

Out of the 536 graduates, 308 (58 percent) completed the questionnaire. Respondents were representative of the graduate population on two characteristics--program and degree--out of five. We found higher proportions of the following groups among respondents than in the graduate population: females; graduates 20-21 years old and over 29 years; graduates with grade point averages of 3.0 and above.

The data in Table 16 indicate that the dominant characteristics of the respondents were:

--58% female
--38% over 29 years old at the end of 1976; 33%, 20-21 years
--56% liberal arts graduates
--56% A.A. recipients
--36% grade point average of 3.0-3.4; 32% each, 3.5 and above, 2.0-2.9.

TABLE 16
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: LEEWARD COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	308	*100.0*	536	*100.0*
Sex**				
Female	177	*57.5*	279	*52.1*
Male	131	*42.5*	257	*47.9*
Age**				
Below 20	2	*0.7*	3	*0.6*
20-21	100	*32.5*	150	*28.0*
22-24	55	*17.9*	120	*22.4*
25-29	35	*11.4*	74	*13.8*
Over 29	116	*37.7*	189	*35.3*
Program				
Liberal Arts	171	*55.5*	300	*56.0*
Business	95	*30.8*	151	*28.2*
Hotel/Food Services	8	*2.6*	14	*2.6*
Public Services	9	*2.9*	15	*2.8*
Technology	21	*6.8*	46	*8.6*
Other	1	*0.3*	1	*0.2*
Degree				
Certificate of Completion	1	*0.3*	1	*0.2*
Certificate of Achievement	31	*10.1*	56	*10.4*
Associate of Science	105	*34.1*	179	*33.4*
Associate of Arts	171	*55.5*	300	*56.0*
Grade Point Average***				
3.5 and above	98	*31.8*	139	*25.9*
3.0-3.4	110	*35.7*	160	*29.9*
2.0-2.9	97	*31.5*	160	*29.9*
Below 2.0	3	*1.0*	77	*14.4*

[a]Sum of the parts may not equal the total because "no data" is excluded: program (3) for respondents; program (9) for the graduate population.

b. Additional Degrees: None

c. Current Activities

Graduates were asked to check all the activities in which they are currently engaged, and 185 (60 percent) checked more than one activity. The most common activities are:

97 32% Enrolled in school and working
88 29% Multiple responses
60 20% Employed

There are an additional 39 enrolled in school; 7 who are unemployed and looking for work; the remaining 16 are engaged in other activities.

The data in Table 17 further indicate that the plurality of (1) liberal arts graduates are enrolled in school and working and (2) business graduates are employed.

TABLE 17
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: LEEWARD COMMUNITY COLLEGE

MAJGRP	COUNT / ROW PCT	ENROLLED IN SCH 1	EMPLOYED 2	HAVING HOME RES 3	ACTIVE MILITARY 4	UNEMPL-- LOOKING 5	UNEMPL-- NOT LOOK 6	OTHER 7	IN SCH & WORKING 8	OTHER MULT RES 9	ROW TOTAL
NO DATA	0	0	1	0	0	0	0	0	2	0	3
		0.0	33.3	0.0	0.0	0.0	0.0	0.0	66.7	0.0	1.0
LIBERAL ARTS	1	28	14	4	4	3	1	3	65	49	171
		16.4	8.2	2.3	2.3	1.8	0.6	1.8	38.0	28.7	55.7
BUSINESS	2	7	35	0	1	3	2	0	21	26	95
		7.4	36.8	0.0	1.1	3.2	2.1	0.0	22.1	27.4	30.9
HOTEL & FOOD SVS	4	0	2	0	0	0	0	0	3	2	7
		0.0	28.6	0.0	0.0	0.0	0.0	0.0	42.9	28.6	2.3
PUBLIC SERVICES	5	1	2	0	0	0	0	0	2	4	9
		11.1	22.2	0.0	0.0	0.0	0.0	0.0	22.2	44.4	2.9
TECHNOLOGY	6	3	5	0	1	1	0	0	4	7	21
		14.3	23.8	0.0	4.8	4.8	0.0	0.0	19.0	33.3	6.8
OTHER	7	0	1	0	0	0	0	0	0	0	1
		0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3
	COLUMN TOTAL	39	60	4	6	7	3	3	97	88	307
		12.7	19.5	1.3	2.0	2.3	1.0	1.0	31.4	28.7	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 174 to 186, and percentages are based on the total for a particular item. The dominant characteristics are:

--62% (114) are part-time students
--43% (79) are currently attending Leeward Community College; 38% (70), UH Manoa
--71% (131) are seeking Bachelor's degrees
--14% (24) are majoring in business; 22, humanities; 21, social sciences; 20, business administration.

Respondents, by program, differed significantly in their current educational objective. A very high proportion of (1) liberal arts graduates are seeking Bachelor's degrees and (2) technology graduates are seeking A.S. degrees.

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 203 to 215, and percentages are based on the total for a particular item. The dominant characteristics are:

--68% (137) are working full-time
--46% (97) are in clerical/sales occupations; 24% (50), professional/technical/managerial work
--full-time only: 22% (29) have annual incomes of $10,000-$14,999; 18% (24), $6,000-$7,499; 17% (23), $7,500-$9,999. (Total full-time: 132)
--44% (91) are working for private industry; 16% (32), federal government
--93% (196) are working on Oahu
--33% (69) feel that their present jobs are the type in which they will probably make their career; 24% (50), "definitely will" make their career
--39% (81) feel their course work is somewhat relevant to their jobs; 28% (59), very relevant
--44% (95) selected almost all their courses according to their importance to career plans; 33% (71), selected most of their courses for this reason.

There were statistically significant differences, by program, on full-/part-time employment and job/course relevance. Especially high proportions of business graduates are working full-time. High proportions of business graduates indicated that their courses were either very relevant or somewhat relevant to their jobs.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 11 and 12 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[13] A few highlights are presented below:

[13]The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 11
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
LEEWARD COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very importa (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was wel fulfilled (choices 4 and 5).

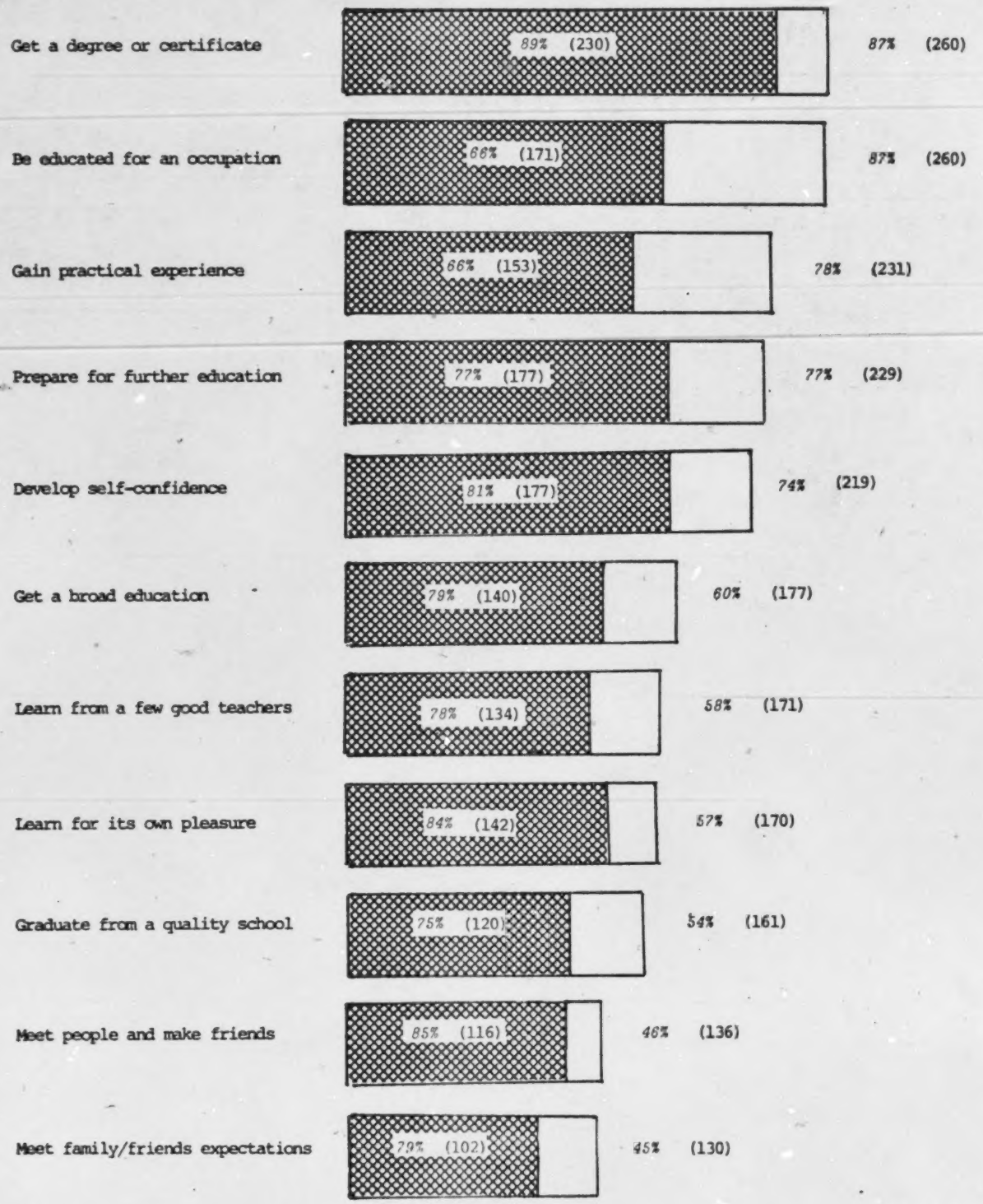
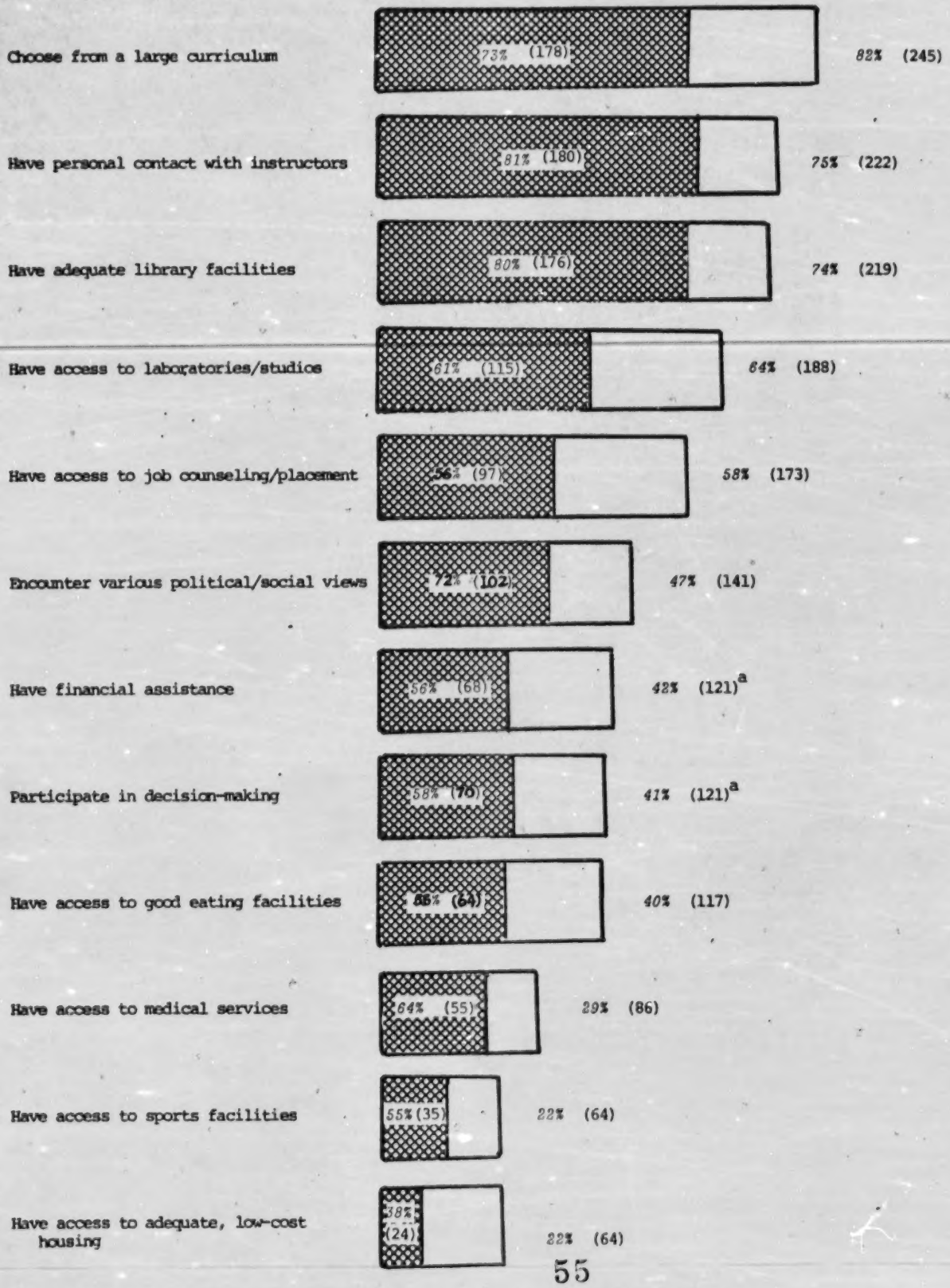


FIGURE 12
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
LEEWARD COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



(1) Goals

(a) There was quite a range in student opinions: 260 respondents considered two goals very important--"get a degree or certificate" and "be educated for an occupation"--and only 130 felt the same way about "meet the expectations of my family and friends." Other goals considered very important by at least 200 students were: "to learn to know myself and to develop self-confidence," "to gain practical experience in my field," and "to prepare myself for further education."

(b) *Respondents, by program, differed significantly in their assessment of the importance of 3 goals: "meet expectations of family and friends," "prepare myself for further education," and "graduate from a quality school."* The program with the highest proportion considering these goals very important was business.

(c) Figure 11 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 89 percent for "get a degree or certificate" to 66 percent for "be educated for an occupation" and "gain practical experience in my field." *Respondents, by program, differed significantly in their assessment of fulfillment on five goals: "get a degree or certificate," "be educated for an occupation," "meet expectations of my family and friends," "gain practical experience in my field," and "prepare myself for further education."* The program with the highest proportion indicating the above goals were well fulfilled was business.

(2) Expectations

(a) There was a considerable range in student reactions to aspects of the campus environment they considered very important: 245, "to choose from a large curriculum" to 64 each, "have access to sporting equipment and areas" and "have access to adequate, low-cost housing." Other expectations considered very important to at least 200 students were: "have personal contact with instructors" and "have adequate library facilities."

(b) *Respondents, by program, differed significantly in their assessment of the importance of two expectations: "have access to medical services" and "have access to job counseling/placement."* The program with the highest proportion considering these expectations very important was business.

(c) Figure 12 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 81 percent for "have personal contact with instructors" and 80 percent for "have adequate library facilities" to 38 percent for "have access to adequate, low-cost housing." *Respondents, by program, differed significantly in their assessment of fulfillment on two expectations: "participate in decision-making" and "have access to efficient, low-cost eating facilities."* Business graduates had the highest proportion expressing "well fulfilled" sentiments.

6. Maui Community College

a. Representativeness Data

Out of the 192 graduates, 119 (62 percent) completed the questionnaire. Respondents were representative of the graduate population on all five characteristics—sex, age at the end of 1976, program, degree and grade point average. The data in Table 18 indicate that the dominant characteristics of the respondents were:

--56% female
--45% 20-21 years old at the end of 1976; 20%, 22-24 years old
--46% liberal arts graduates; 29%, business
--46% A.A. recipients; 36%, A.S.
--43% grade point average of 3.0-3.4; 29%, 3.5 and above.

TABLE 18
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: MAUI COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus:
* .05 ** .01 *** .001

Characteristic	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	119	100.0	192	100.0
Sex				
Female	66	55.5	97	50.5
Male	53	44.5	95	49.5
Age				
Below 20	3	2.5	4	2.1
20-21	53	44.5	89	46.4
22-24	24	20.2	37	19.3
25-29	21	17.7	35	18.2
Over 29	18	15.1	27	14.1
Program				
Liberal Arts	55	46.2	83	43.2
Business	34	28.6	55	28.6
Health Services	7	5.9	9	4.7
Public Services	1	0.8	4	2.1
Technology	21	17.7	40	20.8
Other	1	0.8	1	0.5
Degree				
Certificate of Completion	1	0.8	1	0.5
Certificate of Achievement	20	16.8	35	18.2
Associate of Science	43	36.1	73	38.0
Associate of Arts	55	46.2	83	43.2
Grade Point Average				
3.5 and above	34	28.6	56	29.2
3.0-3.4	51	42.9	73	38.0
2.0-2.9	31	26.1	59	30.7
Below 2.0	3	2.5	4	2.1

b. Additional Degrees

One 1975-76 graduate in liberal arts earned an additional degree.

c. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 58 (49 percent) checked more than one activity. The most common activities are:

33 28% Employed
30 25% Enrolled in school and employed
28 24% Multiple responses

There are an additional 21 enrolled in school; 3 who are unemployed and looking for work; the remaining 4 are engaged in other activities.

The data in Table 19 further indicate that the plurality of business and technology graduates are employed.

TABLE 19
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: MAUI COMMUNITY COLLEGE

MAJGRP / COUNT / ROW PCT	ENROLLED IN SCH (1)	EMPLOYED (2)	HAVING HOME RES (3)	UNEMPL-- LOOKING (5)	UNEMPL-- NOT LOOK (6)	OTHER (7)	IN SCH & WORKING (8)	OTHER NULT RES (9)	ROW TOTAL
1 LIBERAL ARTS	17	7	0	0	0	0	19	12	55
	30.9	12.7	0.0	0.0	0.0	0.0	34.5	21.8	46.2
2 BUSINESS	1	14	1	1	1	2	5	9	34
	2.9	41.2	2.9	2.9	2.9	5.9	14.7	26.5	28.6
3 HEALTH SERVICES	0	3	0	1	0	0	0	3	7
	0.0	42.9	0.0	14.3	0.0	0.0	0.0	42.9	5.9
5 PUBLIC SERVICES	0	1	0	0	0	0	0	0	1
	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8
6 TECHNOLOGY	3	8	0	1	0	0	5	4	21
	14.3	38.1	0.0	4.8	0.0	0.0	23.8	19.0	17.6
7 OTHER	0	0	0	0	0	0	1	0	1
	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.8
COLUMN TOTAL	21	33	1	3	1	2	30	28	119
	17.6	27.7	0.8	2.5	0.8	1.7	25.2	23.5	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 57 to 60, and percentages are based on the total for a particular item. The dominant characteristics are:

--81% (48) are now part-time students
--40% each (24) are currently attending UH Manoa and Maui Community College
--67% (40) are seeking Bachelor's degrees
--12% each (7) are majoring in humanities, social sciences, business

There was a statistically significant difference, by program, on current educational objective. A high proportion of liberal arts graduates is seeking Bachelor's degrees.

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The number of responses ranged from 69 to 84, and percentages are based on the total for a particular item. The dominant characteristics are:

--57% (39) are working full-time
--41% (34) are in clerical/sales occupations; 24% (20), service occupations
--full-time only: 31% (11) have annual incomes of $3,000-$5,999; 28% (10), $6,000-$7,499. (Total full-time: 36)
--49% (40) are working for private industry; 21% (17), state government
--81% (67) are working on Maui
--29% (24) feel that their present jobs are the type in which they will probably make their career; 25% (21) feel "definitely will" make their career
--35% (29) feel their course work is very relevant to their jobs; 29% (24), somewhat relevant
--45% (38) selected almost all their courses according to their importance to career plans; 38% (32) selected most of their courses for this reason.

There were statistically significant differences, by program, on occupation and industry. High proportions of business and liberal arts graduates are in clerical/sales occupations. A high proportion of technology graduates is working in private industry.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 13 and 14 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[14] A few highlights are presented below:

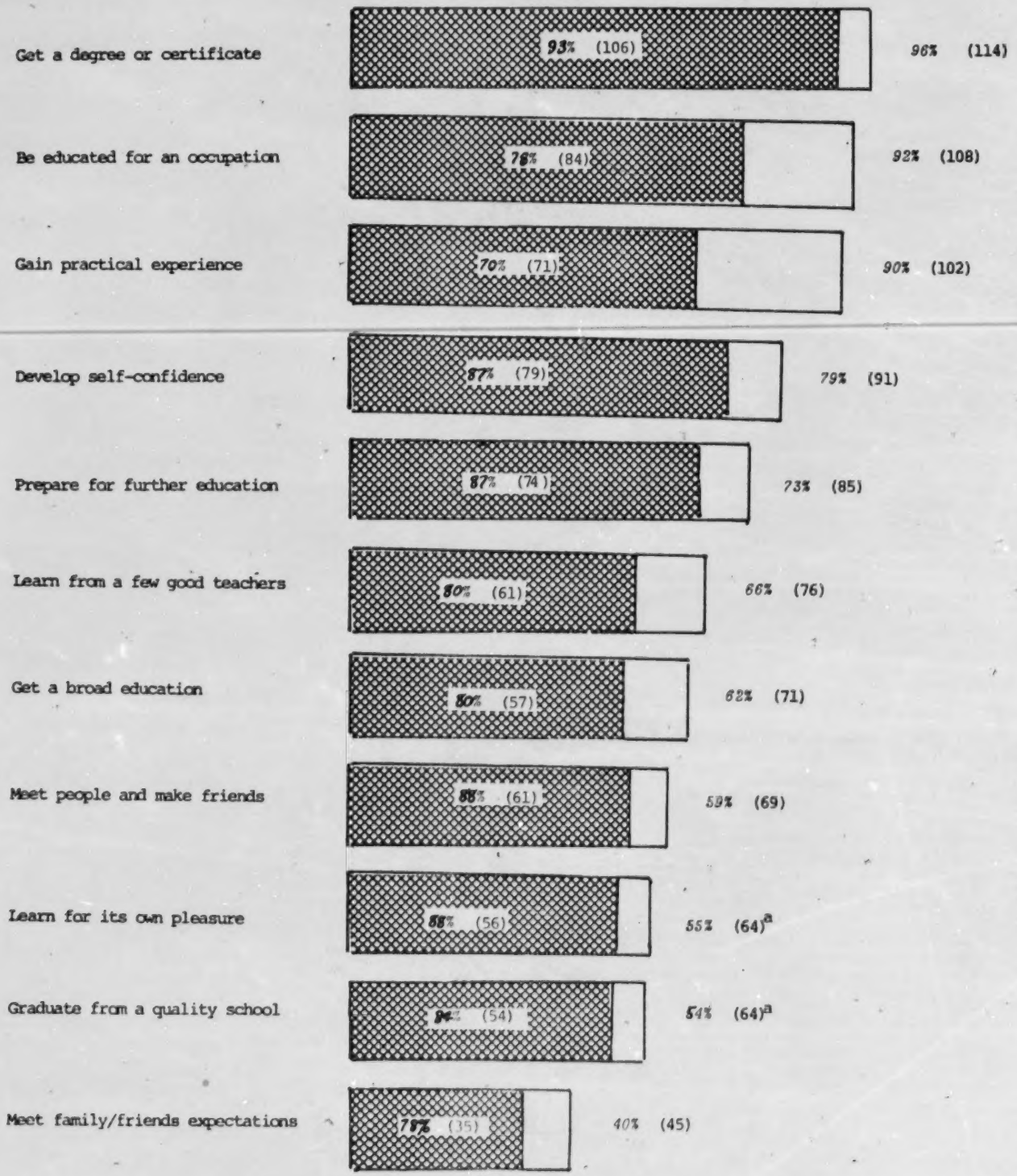
(1) Goals

(a) There was quite a range in student opinions: 114 respondents considered "get a degree or certificate" as very important and only 45 felt the same way about "meet expectations of my family and friends." Other goals considered very important by at least 100 students were: "be educated for an occupation" and "gain practical experience in my field."

[14] The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 13
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
MAUI COMMUNITY COLLEGE

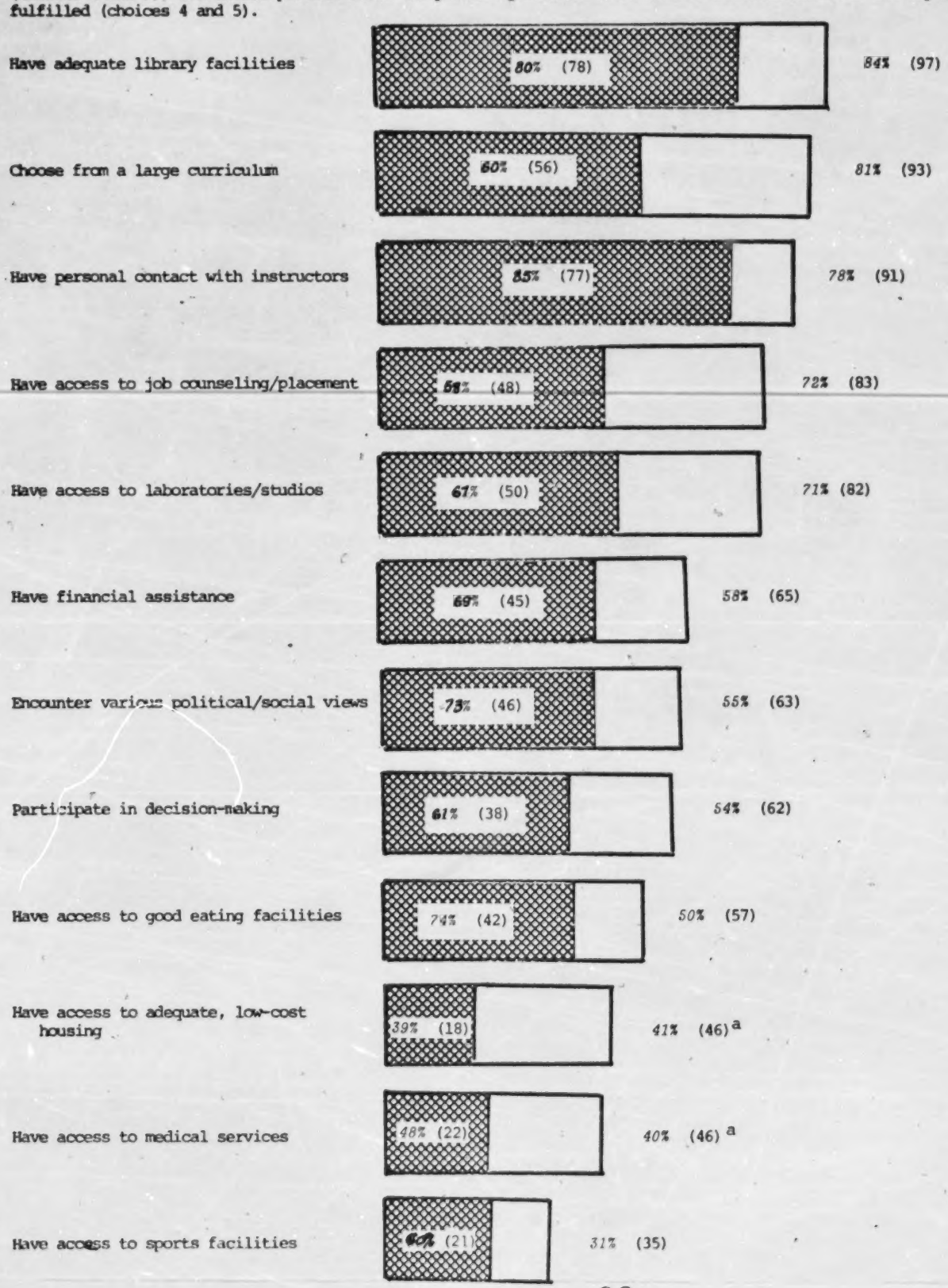
Note: The total bar indicates the percentage and number of the respondents who considered the goal very importa (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was we fulfilled (choices 4 and 5).



[a]117 students responded to the first item; 118 did so on the second. This explains the difference in percentages.

FIGURE 14
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
MAUI COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



[a]113 students responded to the first item; 114 did so on the second. This explains the difference in percentages.

(b) *Respondents, by program, did not differ significantly in their assessment of the importance of these 11 goals.*

(c) Figure 13 also shows the proportion of students who felt that their very important goals were well fulfilled, ranging from 93 percent for "get a degree or certificate" to 70 percent for "gain practical experience in my field." *Respondents, by program, differed significantly in their assessment of fulfillment on one goal: "be educated for an occupation."* High proportions of liberal arts and technology graduates felt this goal was well fulfilled.

(2) Expectations

(a) There was a range in student reactions to aspects of the campus environment they considered very important: 97, "have adequate library facilities" to 35, "have access to sporting equipment and areas." Other expectations considered very important by at least 90 students were: "choose from a large curriculum" and "have personal contact with instructors."

(b) *Respondents, by program, differed significantly in their assessment of the importance of four expectations: "have access to sporting equipment and areas," "have access to medical services," "have adequate library facilities," and "have access to adequate, low-cost housing."* The program with the highest proportion considering these expectations very important was liberal arts.

(c) Figure 14 also shows the proportion of students who felt that their very important expectations were well fulfilled, ranging from 85 percent for "have personal contact with instructors" to 39 percent, "have access to adequate, low-cost housing." *Respondents, by program, differed significantly in their assessment of fulfillment on one expectation: "have access to medical services."* A low proportion of liberal arts graduates expressed "well fulfilled" sentiments on this item.

7. Windward Community College

a. Representativeness Data

Out of the 76 graduates, 51 (67 percent) completed the questionnaire. Respondents were representative of the graduate population on all five characteristics--sex, age at the end of 1976, program, degree and grade point average. The data in Table 20 indicate that the dominant characteristics of the respondents were:

--63% female
--41% 20-21 years old at the end of 1976; 39%, over 29 years
--96% liberal arts graduates
--96% A.A. recipients
--35% grade point average of 3.5 and above; 31%, 3.0-3.4

In view of the predominance of liberal arts graduates, no analysis, by program, will be made.

TABLE 20
CHARACTERISTICS OF RESPONDENTS AND OF GRADUATE POPULATION
1975-76: WINDWARD COMMUNITY COLLEGE

Note: Based on chi-square analysis, levels of significance denoted thus: * .05 ** .01 *** .001

Characteristic[a]	Respondents No.	Respondents V%	Graduate Population No.	Graduate Population V%
TOTAL	51	*100.0*	76	*100.0*
Sex				
Female	32	*62.8*	48	*63.2*
Male	19	*37.3*	28	*36.8*
Age				
Below 20				
20-21	21	*41.2*	28	*36.8*
22-24	6	*11.8*	14	*18.4*
25-29	4	*7.8*	7	*9.2*
Over 29	20	*39.2*	26	*34.2*
Program				
Liberal Arts	49	*96.1*	73	*96.1*
Business	2	*3.9*	3	*3.9*
Degree				
Certificate of Completion				
Certificate of Achievement	2	*3.9*	3	*3.9*
Associate of Science				
Associate of Arts	49	*96.1*	73	*96.1*
Grade Point Average				
3.5 and above	18	*35.3*	24	*31.6*
3.0-3.4	16	*31.4*	24	*31.6*
2.0-2.9	12	*23.5*	21	*27.6*
Below 2.0	5	*9.8*	7	*9.2*

[a]Sum of the parts may not equal the total because "no data" is excluded: age (1) for graduate population.

b. Additional Degrees: None

c. Current Activities

Graduates were requested to check all the activities in which they are currently engaged, and 35 (69 percent) checked more than one activity. The most common activities are:

21	41%	Multiple responses
14	28%	Enrolled in school and employed
10	20%	Employed

There are an additional 4 graduates who are enrolled in school; the remaining 2 are engaged in other activities. (Table 21)

TABLE 21
CURRENT ACTIVITIES OF GRADUATES, BY PROGRAM
1975-76 GRADUATES: WINDWARD COMMUNITY COLLEGE

MAJOFP	COUNT / ROW PCT	ENROLLED IN SCH (1)	EMPLOYED (2)	HAVING HOME RES (3)	OTHER (7)	IN SCH & WORKING (8)	OTHER MULT RES (9)	ROW TOTAL
LIBERAL ARTS	1	4	8	1	1	14	21	49
		8.2	16.3	2.0	2.0	28.6	42.9	96.1
BUSINESS	2	0	2	0	0	0	0	2
		0.0	100.0	0.0	0.0	0.0	0.0	3.9
COLUMN TOTAL		4	10	1	1	14	21	51
		7.8	19.6	2.0	2.0	27.5	41.2	100.0

d. Details: Attending School

Graduates currently attending school were requested to answer four questions about their schooling. The number of responses ranged from 29 to 31, and percentages are based on the total for a particular item. The dominant characteristics are:

--71% (22) are now part-time students
--74% (23) are currently attending UH Manoa
--97% (28) are seeking Bachelor's degrees
--21% each (6) are in the pre-professional program and humanities

e. Details: Employed

Graduates currently employed were requested to answer eight questions regarding their employment. The total number of responses was either 29 or 30, and percentages are based on the total for a particular item. The dominant characteristics are:

--62% (18) are working full-time
--40% (12) are in clerical/sales occupations; 13% (4), service occupations
--full-time only: 4 graduates have annual incomes of $10,000-$14,999; 3 each, $3,000-$5,999 and $7,500-$9,999. (Total full-time: 17).

--59% (17) are working in private industry
--90% (27) are working on Oahu
--47% (14) feel that their present jobs are the type in which they will probably not make their career; 27% (8) feel probably will make their career
--40% (12) feel their course work is not very relevant to their jobs; 33% (10), somewhat relevant
--33% (10) selected almost all their courses according to their importance to career plans; 27% (8) selected few courses for this reason.

f. Evaluation of College Experience

Graduates were asked to evaluate their community college experience by reacting to two sets of items--one dealing with their educational goals or purposes and the other with expectations regarding various aspects of their campus environment. In each case, respondents used a five-point scale to indicate the importance of each item and also the degree of fulfillment. Figures 15 and 16 illustrate the responses of students in terms of: (1) the number and percentage of respondents who considered the item very important and (2) of those students, the number and percentage of students who considered the item well fulfilled.[15] A few highlights are presented below:

(1) Goals

(a) There was a range in student opinions: 46 respondents considered "to get a degree or certificate" as very important and 15 felt the same way about "to meet the expectations of my family and friends."

(b) Figure 15 also shows the proportion of students who felt their very important goals were well fulfilled, ranging from 88 percent for "learn for the pleasure of learning" to 48 percent for "be educated for an occupation."

(2) Expectations

(a) There was a range in student reactions to aspects of the campus environment they considered very important: 45 each, "choose from a large curriculum" and "have adequate library facilities" to 12, "have access to medical services" and 13, "have access to adequate, low-cost housing."

(b) Figure 16 also shows the proportion of students who felt their very important expectations were well fulfilled, ranging from 93 percent for "have personal contact with instructors" to 17 percent for "have access to medical services."

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[15] The percentages on fulfillment in both figures are based on the number who considered the item very important. However, the percentages on fulfillment in the computer printout and in the details, by program, included in this report, are based on the number who considered the item very important and who also responded to the query on fulfillment.

FIGURE 15
VERY IMPORTANT GOALS AND THEIR FULFILLMENT
WINDWARD COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the goal very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the goal was well fulfilled (choices 4 and 5).

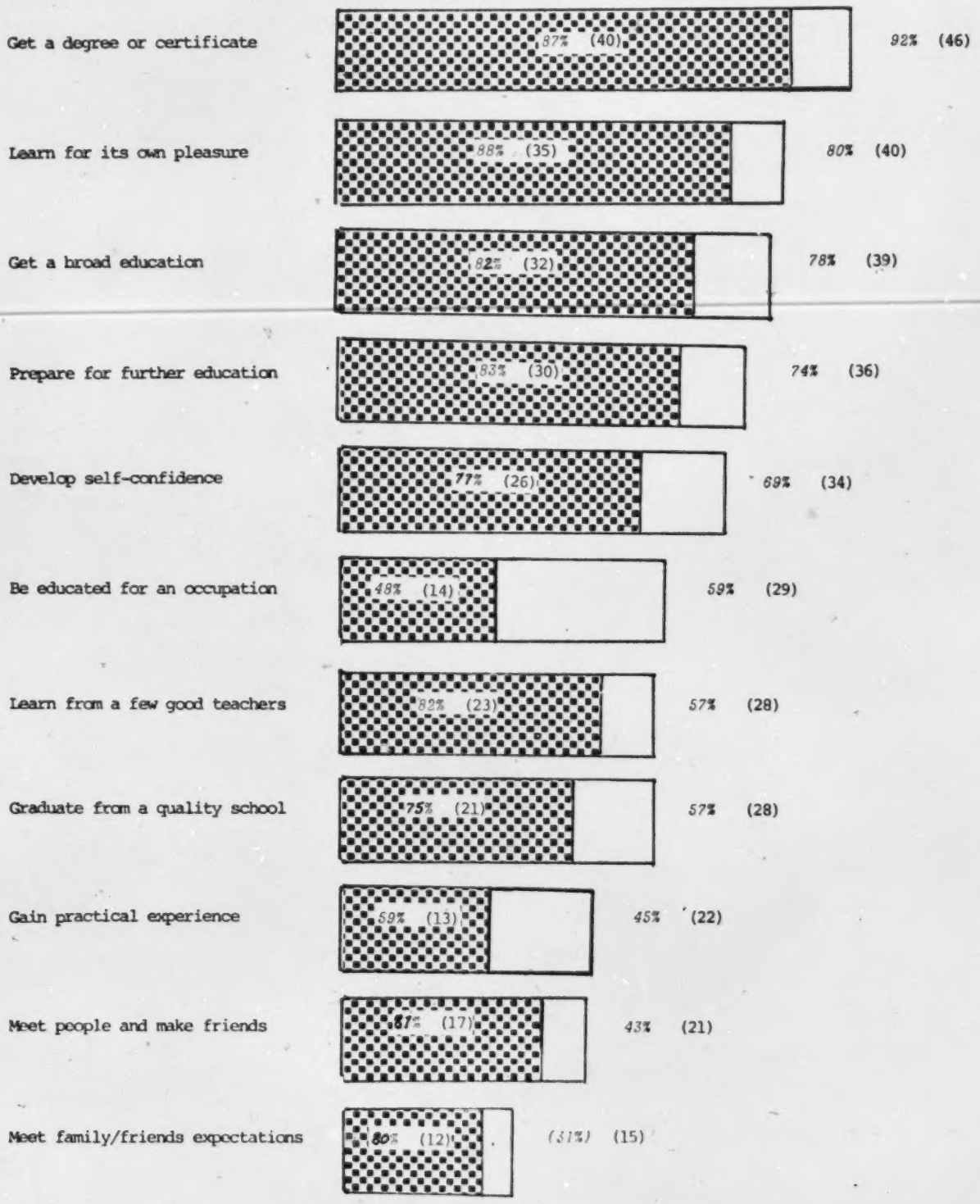
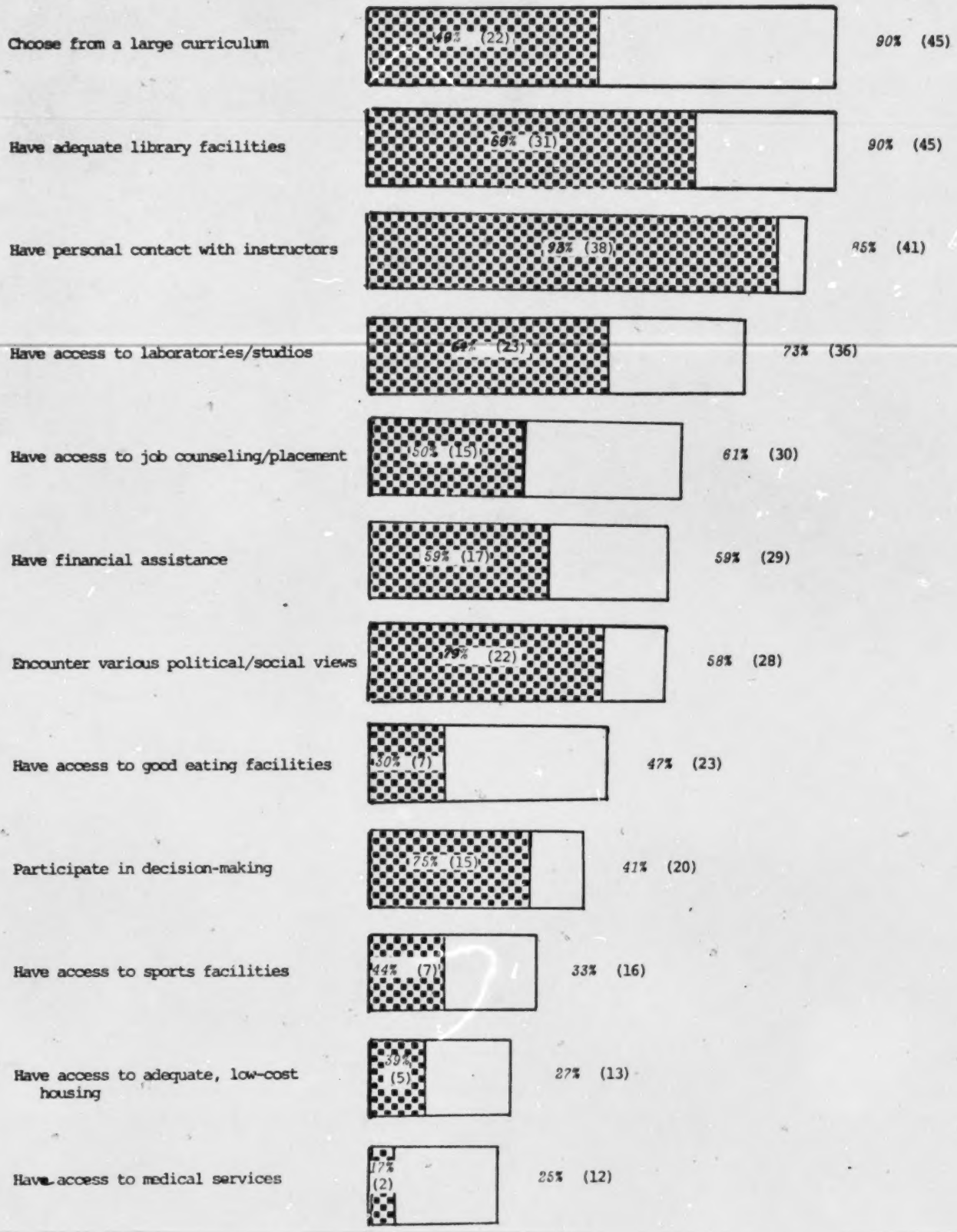


FIGURE 16
VERY IMPORTANT EXPECTATIONS AND THEIR FULFILLMENT
WINDWARD COMMUNITY COLLEGE

Note: The total bar indicates the percentage and number of the respondents who considered the expectation very important (choices 4 and 5); the shaded portion shows the percentage and number of these students who felt the expectation was well fulfilled (choices 4 and 5).



E. Summary and Conclusion

Section C of this report summarizes the findings of the 1975-76 Graduate Survey, by program. This section summarizes these findings, by campus; compares them, when feasible, with data on 1971-72 graduates; and presents some concluding comments.

1. Summary of Findings, by Campus[16]

a. Rate of Return: 1,512 respondents or 65 percent; ranging from Hawaii (89 percent) to Leeward (58 percent).

b. Representativeness: The respondents on 4 campuses--Hawaii, Kauai, Maui and Windward--were representative of their graduate population on all characteristics (sex, age at the end of 1976, program, degree and grade point average).

c. Additional Degrees: Six graduates earned additional degrees; 2 were Honolulu graduates; 1 each, Hawaii, Kapiolani, Kauai, Maui.

d. Current Activity: The most common activities are: (1) employment for the total (40 percent) and for 5 campuses, ranging from 54 percent of Hawaii's graduates to 28 percent of Maui's; (2) combination of school and work (32 percent) for Leeward's graduates; (3) multiple responses (41 percent) for Windward's graduates.

e. Details: Graduates Attending School in Fall 1976: Number of responses ranged from 543 to 602; percentages are based on the total for a particular item.

(1) Status: The majority are part-time students: 65 percent for the total, ranging from 83 percent of Hawaii's graduates to 41 percent of Kauai's.

(2) Current school: University of Hawaii at Manoa is the most popular for the total (33 percent) and for graduates from Windward (74 percent), Maui (40 percent) and Kapiolani (39 percent). A plurality of graduates from the other colleges are now re-enrolled at those same colleges: Hawaii (46 percent), Honolulu (50 percent), Kauai (73 percent), Leeward (43 percent) and Maui (40 percent).

(3) Educational objective: The Bachelor's degree is the objective most commonly selected: 63 percent for the total, ranging from 97 percent of Windward's graduates to 46 percent of Kauai's.

(4) Current major: Business, a program in the community colleges, is the choice of a plurality of graduates for the total (12 percent)

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[16] No statistical tests of significance are cited because there was a significant difference between respondents and the graduate population, by campus.

and for 5 campuses, ranging from 26 percent of Kauai's graduates to 12 percent of Kapiolani's and Maui's with Hawaii and Leeward in between.

f. Details: Graduates Employed in Fall 1976: Number of responses ranged from 1,013 to 1,138; percentages are based on the total for a particular item.

(1) Status: A great majority are full-time employees; 71 percent for the total, ranging from 76 percent of Hawaii's graduates to 62 percent of Windward's.

(2) Occupation: A plurality of graduates are employed in clerical/sales occupations for the total (36 percent) and 6 campuses, ranging from 47 percent of Kapiolani's graduates to 29 percent of Kauai's. A plurality of graduates from Honolulu (39 percent) and Kauai (29 percent) are in service occupations.

(3) Annual income of full-time employees only: Although there are 731 full-time employees, data on annual income are available for 642. A plurality of graduates have annual incomes of: (a) $6,000-$7,499 for the total (22 percent or 143) and Kapiolani (33 percent); (b) $3,000-$5,999 for Hawaii (29 percent) and Maui (31 percent); (c) $10,000-$14,999 for Honolulu (24 percent), Kauai (39 percent), Leeward (22 percent) and Windward (24 percent or 4 graduates).

(4) Current employer: A plurality of employed graduates are working in private industry for the total (48 percent) and for all 7 campuses, ranging from 59 percent of Windward's graduates to 31 percent of Kauai's.

(5) Location: A great majority are working on Oahu for the total (66 percent) and for the 4 Oahu colleges, ranging from 95 percent of Kapiolani's graduates to 90 percent of Windward's. Employed graduates from the Neighbor Island colleges are remaining on their islands to work: Hawaii (91 percent), Kauai (91 percent), Maui (81 percent).

(6) Job/career relationship: A plurality of employed graduates feel that their jobs are the type in which they will probably make their career. This is true for the total (36 percent) and for 4 campuses, ranging from 48 percent of Hawaii's graduates to 29 percent of Maui's. A plurality of graduates from Kauai (36 percent) and Honolulu (35 percent) feel that their jobs are the type in which they will definitely make their career. Windward graduates, however, feel differently: 47 percent feel that their jobs are probably not the type in which they will make their career.

(7) Job/course relationship: A plurality of graduates feel that their course work is very relevant to their jobs: 41 percent for the total, ranging from 52 percent of Kapiolani's graduates to 33 percent of Kauai's, with Hawaii, Honolulu and Maui in between. A plurality of Leeward's graduates (39 percent) feel their course work is somewhat relevant to their jobs, and Windward's (40 percent) feel the two are not very relevant to each other.

(8) Career/course selection: A plurality of graduates for the total and 7 campuses feel that they selected almost all their courses according to their importance to career plans: 46 percent for the total, ranging from 51 percent of Kapiolani's graduates to 33 percent of Windward's.

g. Evaluation of College Experience

(1) Very important goals: The data in Table 22, based on the percentage of graduates who considered the goals very important, show the rank of the 11 goals, by campus. The range in percentages from rank 1 to rank 11 is also provided. Among the major findings are:

(a) "To get a degree or certificate" and "to be educated for an occupation" are clearly the top goals for most of the community college graduates with the exception of Windward where the latter goal was rank 6 and "to learn for the pleasure of learning" earned rank 2.

(b) The next cluster of goals (generally ranks 3-5) included: "to gain practical experience in my field," "to learn to know myself and develop self-confidence" and "to prepare myself for further education."

(c) "To meet expectations of my family and friends" was assigned rank 11 on six campuses, with the following range in percentages of graduates considering this a very important goal: 48 percent, Kapiolani to 31 percent, Windward. Although "to learn for the pleasure of learning" was rank 11 at Hawaii Community College, it is important to note that 80 percent of the graduates considered this goal very important.

(d) There was a great range in the percentage of graduates considering these goals very important, by campus. For example, Hawaii's range was 95 to 80 percent (a spread of 15 percent); Windward's was 92 to 31 percent (a difference of 61 percent). This means that many goals were considered very important by graduates of Hawaii Community College, and relatively few goals were so rated by Windward's graduates.

(2) Fulfillment of very important goals: Table 23 presents the rank of each goal, by campus, in terms of the proportion of graduates who felt their very important goals were well fulfilled. The following findings are noteworthy:

(a) The goal that achieved rank 1 in terms of being well fulfilled was "to get a degree or certificate" for 6 campuses, ranging from 97 percent of Hawaii's graduates to 89 percent of Leeward's. Windward's rank 1 was "to learn for the pleasure of learning." This goal achieved rank 2 or 3 at Honolulu, Kauai, Leeward and Maui. Another goal that had a similar rank was "meet people and make friends" at Hawaii, Honolulu, Kapiolani, Leeward and Maui.

TABLE 22
RANK OF VERY IMPORTANT GOALS, BY CAMPUS

Goal	Total	Haw	Hon	Kap	Kauai	Lee	Maui	Win
Get degree or certificate	2	3	2	2	2	1.5	1	1
Be educated for an occupation	1	1	1	1	1	1.5	2	6
Meet people and make friends	9	6	9	8	8.5	10	8	10
Get a broad education	6	7	7	9	5	6	7	3
Learn from a few good teachers	7	9	6	6	6.5	7	6	7.5
Develop self-confidence	4	4	4	4	4	5	4	5
Meet family/friends expectations	11	10	11	11	11	11	11	11
Gain practical experience	3	2	3	3	3	3	3	9
Prepare for further education	5	5	5	5	6.5	4	5	4
Learn for its own pleasure	10	11	10	10	8.5	8	9.5	2
Graduate from quality school	8	8	8	7	10	9	9.5	7.5
Range in Percentage								
Rank 1	*90%*	*95%*	*91%*	*96%*	*83%*	*87%*	*96%*	*92%*
Rank 11	*44%*	*80%*	*41%*	*48%*	*36%*	*45%*	*40%*	*31%*

TABLE 23
RANK OF WELL-FULFILLED GOALS, BY CAMPUS

Goal	Total	Haw	Hon	Kap	Kauai	Lee	Maui	Win
Get degree or certificate	1	1	1	1	1	1	1	2
Be educated for an occupation	9.5	3	9.5	3.5	11	10.5	9.5	11
Meet people and make friends	2	2	2.5	2	5	2	2.5	5
Get a broad education	9.5	10.5	11	11	8.5	5	7.5	4
Learn from a few good teachers	8	10.5	7	10	10	7	7.5	7
Develop self-confidence	4	4.5	4	8	3	4	5	8
Meet family/friends expectations	5	4.5	6	3.5	4	6	9.5	6
Gain practical experience	11	9	9.5	6.5	6	10.5	11	10
Prepare for further education	7	7.5	8	9	8.5	8	4	3
Learn for its own pleasure	3	6	2.5	6.5	2	3	2.5	1
Graduate from quality school	6	7.5	5	5	7	9	6	9
Range in Percentage								
Rank 1	*92%*	*97%*	*91%*	*94%*	*90%*	*89%*	*93%*	*88%*
Rank 11	*74%*	*75%*	*71%*	*73%*	*66%*	*66%*	*70%*	*48%*

(b) The goal that showed a great range in rank, by campus, was "to be educated for an occupation":

--rank 3 or 3.5	Hawaii, Kapiolani
--rank 9.5-10.5	Honolulu, Leeward, Maui
--rank 11	Kauai, Windward

(c) Another goal that showed a great range in rank was "to get a broad education": rank 4 at Windward to rank 11 at Honolulu and Kapiolani.

(d) The range in percentages for ranks 1 and 11 was 20-25 percent for 6 campuses, except for Windward which had a difference of 40 percent.

(3) Very important expectations: The data in Table 24, based on the percentage of graduates who considered various aspects of the campus environment (expectations) very important, show the rank of the 12 expectations, by campus. The chief findings are:

(a) The three top expectations were:

--"to choose from a large curriculum" (5 campuses, rank 1)
--"to have personal contact with instructors" (6 campuses, rank 2 or 3)
--"to have adequate library facilities" (6 campuses, rank 3 or above)

(b) The three bottom expectations were:

--"to have access to sporting equipment and areas" (6 campuses, rank 11 or 12)
--"to have access to medical services" (6 campuses, ranks 10-12)
--"to have access to adequate, low-cost housing" (7 campuses, ranks 10-12)

(c) The range in percentages for ranks 1 and 12 was considerable. Differences in percentages varied from 47 percent at Hawaii and Kauai to 65 percent at Windward. This means that many students rated a few expectations as very important.

(4) Fulfillment of very important expectations: Table 25 presents the rank of each expectation, by campus, in terms of the proportion of graduates who felt their very important expectations were well fulfilled. Noteworthy are the following findings:

(a) The expectation receiving rank 1 for "well fulfilled" sentiments was "to have personal contact with instructors." The range: 93 percent of Windward's graduates to 80 percent of Kauai's expressed this evaluation.

TABLE 24
RANK OF VERY IMPORTANT EXPECTATIONS, BY CAMPUS

Expectation	Total	Haw	Hon	Kap	Kauai	Lee	Maui	Win
Choose from large curriculum	1	1	1	1	1	1	2	1.5
Have access to sports facilities	12	12	12	12	11	11.5	12	10
Participate in decision-making	7	6	8.5	8	7	7.5	8	9
Have access to medical services	10	10	10	9	10	10	10.5	12
Have personal contact with instructors	2	2	4	2	2	2	3	3
Encounter various political/social views	8	8	8.5	10	8	6	7	7
Have access to good eating facilities	9	9	7	7	9	9	9	8
Have financial assistance	6	7	6	6	5	7.5	6	6
Have access to job counseling/placement	5	4	5	3	6	5	4	5
Have adequate library facilities	3	3	2	4	3	3	1	1.5
Have access to adequate, low-cost housing	11	11	11	11	12	11.5	10.5	11
Have access to laboratories/studios	4	5	3	5	4	4	5	4
Range in Percentage								
Rank 1	*79%*	*75%*	*79%*	*78%*	*77%*	*82%*	*84%*	*90%*
Rank 12	*25%*	*28%*	*23%*	*23%*	*30%*	*22%*	*31%*	*25%*

TABLE 25
RANK OF WELL-FULFILLED EXPECTATIONS, BY CAMPUS

Expectation	Total	Haw	Hon	Kap	Kauai	Lee	Maui	Win
Choose from large curriculum	4	8	3	2	9.5	3	8.5	8
Have access to sports facilities	11	12	12	12	9.5	10.5	8.5	9
Participate in decision-making	7	5	7	9	3	7	6.5	3
Have access to medical services	10	7	10	10	7	5	11	12
Have personal contact with instructors	1	1	1	1	1	1	1	1
Encounter various political/social views	3	3.5	4	6	6	4	4	2
Have access to good eating facilities	9	9	9	4	12	10.5	3	11
Have financial assistance	5	2	5	4	4	8.5	5	6
Have access to job counseling/placement	8	6	8	4	8	8.5	10	7
Have adequate library facilities	2	3.5	2	7.5	2	2	2	4
Have access to adequate, low-cost housing	12	10	11	11	11	12	12	10
Have access to laboratories/studios	6	11	6	7.5	5	6	6.5	5
Range in Percentage								
Rank 1	*82%*	*85%*	*81%*	*81%*	*80%*	*81%*	*85%*	*93%*
Rank 12	*36%*	*28%*	*25%*	*29%*	*14%*	*38%*	*39%*	*17%*

(b) Although campuses varied considerably in the ranks assigned various expectations, the following generally received "well fulfilled" ratings:

--"to have adequate library facilities" (4 campuses, rank 2; 2 campuses, rank 4)
--"to encounter a variety of political and social viewpoints" (5 campuses, ranks 2-4)

(c) The poorest ratings on fulfillment were given to: (1) "to have access to sporting equipment and areas" (3 campuses, rank 12; 4, ranks 8-10) and (2) "have access to adequate, low-cost housing" (7 campuses, ranks 10-12).

(d) The range in percentages for ranks 1 to 12, by campus, was very great. The difference ranged from 43 percent at Leeward to 76 percent at Windward. This indicates that students felt some expectations were well fulfilled while others were given ratings far below this.

2. Comparison with 1971-72 Graduates[17]

The relatively high return on the Graduate Survey enabled us to undertake analysis by campus as well as for the total. This 65 percent rate for alumni within the first year after graduation is in contrast to the 34 percent rate we experienced in our survey of 1971-72 community college graduates three years after graduation. Fortunately, both groups of alumni were found to be representative of their respective graduate populations, by program, so a comparison of results on similar questions is presented below:

a. Current Activities

Unfortunately a direct comparison of current activities is not possible since the 1975-76 survey allowed multiple responses, but the following may be of interest nonetheless:

	1971-72	1975-76
Number	(466)	(1,512)
Employed	78%	40%
School	8%	9%
Employment and school	--	22%
Unemployed, looking for work	8%	6%
Multiple responses	--	19%
Other	6%	4%

If we rely on the highest number of graduates who replied to questions on attending school in the 1975-76 survey, there were 602 or 40 percent in school, full- and part-time. Using the same approach for questions on employment, there were 1,138 or 76 percent working, either full- or part-time.

[17] Data for 1971-72 graduates were reported in Report No. 4 of the Student Flow Project (February 1976).

b. Details: Attending School

Differences between both groups of graduates are apparent in the data below:

	1971-72	1975-76
Number responding to items	(36)	(543 to 602)
Full-time students	83%	35%
Campus: top two		
UH Manoa	61%	33%
UH Community Colleges	28%	48%
Major: top two		
Humanities	19%	
Social Science	14%	
Business		12%
Technology		11%

It is interesting to note that among 1975-76 alumni in school in Fall 1976, 288 (48 percent) are attending community colleges. Of this number, 250 are attending the same colleges from which they graduated.

c. Details: Employed

A greater proportion of 1971-72 alumni was working full-time three years after graduation than 1975-76 alumni within their first year after graduation. The top three occupational categories were the same for both groups although the proportions in each differed: clerical/sales, service, professional/technical/managerial. Far more 1971-72 alumni were working in private industry (70 percent) although government was the employer of approximately a fourth of both groups. A greater proportion of 1975-76 graduates is working on Oahu compared to the 1971-72 group. Although the data on annual income for graduates employed full-time are not directly comparable, the data are noteworthy nonetheless.

	1971-72	1975-76
Number responding to items	(359-361)	(1,013-1,138)
Full-time employees	93%	71%
Occupational categories: top three		
Clerical/sales	41%	36%
Professional/technical/managerial	25%	15%
Service	18%	29%
Employer: top two		
Private industry	70%	48%
Government	25%	29%

Location		
Oahu	58%	66%
Annual income of full-time employees: top two		
$6,000-$8,388 ($500-$699 mo.)	35%	
Under $6,000 (below $500 mo.)	22%	
$6,000-$7,499		22%
$3,000-$5,999		20%
Below $3,000		3%

d. Evaluation of College Experience

The 1975-76 Survey provided graduates with an opportunity to rate the importance of 11 goals and 12 aspects of campus environment, while the 1971-72 Survey presented a list of 16 goals. Only those items that were in both surveys are included below to indicate the proportion of graduates who considered the goal important:

	1971-72	1975-76
Train for an occupation	84%	90%
Get degree or certificate	79%	88%
Gain practical experience	78%	81%
Get broad education	76%	60%
Choose variety of courses	75%	79%
Develop self-confidence	74%	75%
Contact with good teachers	71%	59%
Graduate from quality program	70%	55%
Pleasure of learning	68%	52%
Meet people and make friends	66%	53%
Prepare for further education	62%	70%
Meet family/friend expectations	41%	44%

The top three goals for 1971-72 and 1975-76 alumni were the same, although the proportions rating them important were not identical:

--train for an occupation
--get degree or certificate
--gain practical experience

A direct comparison of the degree to which these goals were fulfilled cannot be made since the analysis of the 1971-72 group was in terms of "average degree of fulfillment" while that of the 1975-76 group was in terms of the distribution of ratings. The top three goals receiving indications of being well fulfilled were:

1971-72 alumni: get degree or certificate
meet people and make friends
meet family/friend expectations

1975-76 alumni: get degree or certificate
meet people and make friends
learn for its own pleasure and have personal contact with instructors

3. Concluding Comments

It is indeed fortunate that the returns for the 1975-76 Graduate Survey were sufficient to enable analysis by campus and that respondents on all campuses were representative of their respective graduate populations, by program. The volume of data is extensive, and campus personnel may find it desirable to add more details to the highlights we have included in this report.

We conclude with a number of observations:

a. The number of 1975-76 graduates (250) who re-enrolled at their colleges in Fall 1976 is noteworthy. While the tendency of remaining in the same college may be slightly greater for graduates from Neighbor Island colleges, Oahu alumni are not too different as shown below:

--Total graduates enrolled in school: 602
Re-enrolled at same college: 250 (41.5%)

--Oahu graduates enrolled in school: 451
Re-enrolled at same college: 178 (39.5%)

--Neighbor Island graduates enrolled in school: 151
Re-enrolled at same college 72 (47.7%)

b. Employed graduates remain on the island of their college. For example, over 90 percent of graduates from colleges on Oahu, Hawaii and Kauai remained on their island for employment, and 81 percent of Maui's did so. Should this become a trend, the Neighbor Islands may be able to decrease, in a small but significant way, the migration of young people.

c. Many employed graduates feel that they are in jobs they definitely will or probably will make their career and that their course work is relevant to their jobs. A possible reason for this circumstance may be the finding that close to half of employed graduates selected almost all their courses according to their importance to career plans. (The statistics on health services graduates, for example, indicate that (1) 83 percent feel that their jobs and careers are definitely or probably related; (2) 82 percent feel their course work is very relevant to their jobs; (3) 74 percent selected almost all their courses according to their importance to career plans.)

d. The unemployment rate varies considerably among graduates from the different colleges. There are 87 graduates or 6 percent of respondents who are unemployed and looking for work. (Windward has none in this category.)

e. Most of the 1975-76 and 1971-72 alumni considered the job-oriented goals as very important to them. Compared to the 1971-72 alumni, (1) a greater proportion of the 1975-76 group expressed the importance of preparing for further education and (2) smaller proportions expressed the importance of: get a broad education, have contact with good teachers, graduate from a quality school, learn for its own pleasure, meet people and make friends. In general, fewer goals were rated as very important by the 1975-76 alumni.

f. About 4/5 of the graduates who considered learning for its own pleasure and having personal contact with instructors as very important expressed well-fulfilled sentiments. Two other goals received better ratings of fulfillment: get a degree or certificate and meet people and make friends. On these two goals, 1971-72 graduates also concurred.

g. 3/4 of the graduates who considered preparation for an occupation as very important felt this goal was well fulfilled. In view of the fact that 90 percent of the 1975-76 alumni considered this a very important goal, campuses are urged to explore this area. Furthermore, there was a statistically significant difference, by program, on this item.

Three final comments must be made. Although the first is very obvious, it needs reiteration:

(a) Campuses are different. Campus personnel may find it interesting, if not informative, to compare their results with those of the other colleges and with the total. However, it is important to emphasize that these are baseline data and that their significance lies in describing a particular campus and in enabling trend analysis as data on graduates are gathered annually or periodically.

(b) The analysis of these results raises further questions, some of which can be explored by further computer programming. To identify a few for illustrative purposes only:

--What's the distribution of annual income, by occupational categories?
--Are there differences in evaluation of college experiences, by current activities of graduates?
--What's the "fulfillment" score on very important goals for each graduate? Is the score related to programs? to grade point average?

Other questions may require interviews, surveys, or deliberation by campus personnel:

--Why are so many graduates re-enrolling at our campuses?
--Why are students unemployed? Given the current job situation, what can and should colleges do to aid these graduates to find employment? Are there implications for curriculum review?
--Are there goals that graduates should have considered important in greater proportions, given the purposes of the community colleges and the atmosphere of the different campuses?

(c) The analysis of these results has implications for campus self-assessment. The data from the Graduate Survey may be useful in conducting program reviews and evaluating career counseling and placement procedures. The analysis of goals and expectations and their fulfillment should provide additional understanding of one group of clientele in the community colleges.

We hope that the summary and analysis of results provide campuses with useful information and challenging questions.

APPENDIX A

THE UNIVERSITY OF HAWAII

1975-1976 ALUMNI SURVEY

Aloha:

The University of Hawaii congratulates you on your recent completion of degree or certificate requirements. Surely this has been an important step in your life and hopefully represents only the first in a long list of lifetime accomplishments for you. It was also an important event for the University, for our primary purpose is to help you and others like you to prepare for what you want to do. In order that we can better accomplish our purpose for future graduating classes, we need some information. We hope that you will have time to fill out this short survey. Regardless of where you are or what you may be doing, your answers are extremely important to us. These data will be reported in the public media as they are analyzed.

Sincerely,

GENERAL INFORMATION

1. What type of degree or certificate did you receive from this campus in Summer 1975, Fall 1975, or Spring 1976?

   1. [ ] Certificate
   2. [ ] Associate Arts
   3. [ ] Associate Sciences
   4. [ ] Bachelor's Degree
   5. [ ] Master's Degree
   6. [ ] Professional Certificate (Ed.)
   7. [ ] Ph.D., Ed.D., J.D., M.D.
   8. [ ] Other: _____

2. In what major field? _____ ☐☐☐

3. Please list below any academic degrees or certificates which you received after Spring 1976.
   (Do not include the one listed above.)

   _____ _____ ☐☐☐

4. Please check each of the activities below in which you are currently engaged.
   (Check as many as apply.)

   1. [ ] Enrolled in school either part-time or full-time.
   2. [ ] Employed, either part-time or full-time.
   3. [ ] Raising a family, housewife, househusband.
   4. [ ] In active military service.
   5. [ ] Unemployed, looking for work.
   6. [ ] Unemployed, not looking for work.
   7. [ ] Other: _____

Information on your computer record:

PLEASE CORRECT BELOW IF INFORMATION HAS CHANGED

ID NUMBER ☐☐☐-☐☐-☐☐☐☐

NAME _____

ADDRESS _____

_____

ZIP CODE _____

TELEPHONE NUMBER _____

2

ACADEMIC INFORMATION

PLEASE ANSWER QUESTIONS 5 THROUGH 9 ONLY IF YOU ARE ENROLLED IN SCHOOL.

5. Are you enrolled 1. [ ] part-time
   2. [ ] full-time

6. Which of the following schools are you presently attending?

1. [ ] UH Manoa
2. [ ] UH HILO - Hilo College
3. [ ] UH Hilo - Hawaii Community College
4. [ ] UH Hilo - College of Agriculture
5. [ ] Honolulu Community College
6. [ ] Kapiolani Community College
7. [ ] Kauai Community College
8. [ ] Leeward Community College
9. [ ] Maui Community College
10. [ ] Windward Community College
11. [ ] West Oahu College
12. [ ] Other Hawaii College
13. [ ] Hawaii business or trade school
14. [ ] Mainland business or trade school
15. [ ] Mainland college or university
16. [ ] Mainland two-year college
17. [ ] Foreign college or university
18. [ ] Other: _____

7. Toward which degree or certificate are you currently working?

1. [ ] Certificate
2. [ ] Associate Arts
3. [ ] Associate Sciences
4. [ ] Bachelor's Degree
5. [ ] Master's degree
6. [ ] Professional Certificate (Education)
7. [ ] Ph.D., Ed.D., J.D., M.D.
8. [ ] Other: _____

8. In what major field? _____

EMPLOYMENT INFORMATION

PLEASE ANSWER QUESTIONS 10 THROUGH 18 ONLY IF YOU ARE CURRENTLY EMPLOYED.

9. Are you employed full-time or part-time?

1. [ ] Full-time 2. [ ] Part-time 3. [ ] More than one job

NOTE: Please answer the following questions concerning your PRIMARY job only.

10. What is your occupation? *(What do you DO? For example, truck driver, engineer, dental assistant, manager, accountant, waitress, salesperson, etc.)*

_____

11. In which industry are you employed? *(What does your employer do; for example, heavy construction, hospital, education, etc.) PLEASE WRITE IN THE NAME OF THE COMPANY*

_____

12. Who is your current employer?

1. [ ] Private industry (not tourist)
2. [ ] Tourist industry
3. [ ] State government
4. [ ] City or County government
5. [ ] Non-profit organization
6. [ ] Federal government (not military)
7. [ ] Military
8. [ ] Self-employed
9. [ ] Other: _____

13. Where are you employed?
1. [ ] Oahu
2. [ ] Maui
3. [ ] Molokai
4. [ ] Lanai
4. [ ] Big Island (Hawaii)
5. [ ] Kauai
7. [ ] Mainland U.S.
8. [ ] Foreign Country or U.S.Possession

14. Do you consider this job to be the type of job in which you will make your career?
1. [ ] Yes, definitely will
2. [ ] Probably will
3. [ ] Probably will not
4. [ ] Definitely will not

15. How relevant to this job was the content of your college courses?
1. [ ] Very relevant
2. [ ] Somewhat relevant
3. [ ] Not very relevant
4. [ ] My college training was not at all related to this job.

16. What are your current annual earnings from this job?
1. [ ] Less than $3,000
2. [ ] $3,000 to $5,999
3. [ ] $6,000 to $7,499
4. [ ] $7,500 to $9,999
5. [ ] $10,000 to $14,999
6. [ ] $15,000 to $19,999
7. [ ] $20,000 to $24,999
8. [ ] $25,000 to $29,999
9. [ ] $30,000 or over
10. [ ] Don't know; varies too much

17. How many of your college courses did you select according to how important they were to your career plans?
1. [ ] Almost all of my courses
2. [ ] Most of my courses
3. [ ] A few of my courses
4. [ ] Almost none of my courses

GENERAL EVALUATION OF COLLEGE EXPERIENCE

A. *Students approach a college education with certain expectations. PLEASE CIRCLE HOW IMPORTANT EACH OF THE FOLLOWING WAS FOR YOU.*

		EXTREMELY IMPORTANT				*EXTREMELY UNIMPORTANT*
1.	To get a degree or certificate	5	4	3	2	1
2.	To be educated for an occupation	5	4	3	2	1
3.	To meet people and make friends	5	4	3	2	1
4.	To get a broad education in many fields	5	4	3	2	1
5.	To learn from a few good teachers	5	4	3	2	1
6.	To learn to know myself and to develop self-confidence	5	4	3	2	1
7.	To meet the expectations of my family and friends	5	4	3	2	1
8.	To gain practical experience in my field	5	4	3	2	1
9.	To prepare myself for further education	5	4	3	2	1
10.	To learn for the pleasure of learning	5	4	3	2	1
11.	To graduate from a quality school	5	4	3	2	1

NOW GO OVER THE LIST BELOW AND INDICATE WHETHER YOU FEEL THAT YOUR COLLEGE EDUCATION HAS FULFILLED THOSE EXPECTATIONS.

		EXPECTATION LARGELY FULFILLED				*EXPECTATION LARGELY UNFULFILLED*
1.	To get a degree or certificate	5	4	3	2	1
2.	To be educated for an occupation	5	4	3	2	1
3.	To meet people and make friends	5	4	3	2	1
4.	To get a broad education in many fields	5	4	3	2	1
5.	To learn from a few good teachers	5	4	3	2	1
6.	To learn to know myself and to develop self-confidence	5	4	3	2	1
7.	To meet the expectations of my family and friends	5	4	3	2	1
8.	To gain practical experience in my field	5	4	3	2	1
9.	To prepare myself for further education	5	4	3	2	1
10.	To learn for the pleasure of learning	5	4	3	2	1
11.	To graduate from a quality school	5	4	3	2	1

4

B. *Students often have other expectations.*
PLEASE INDICATE HOW IMPORTANT EACH OF THE FOLLOWING WAS FOR YOU.

		EXTREMELY IMPORTANT				*COMPLETELY UNIMPORTANT*
12.	To be able to choose from a large curriculum *(a variety of courses)*	5	4	3	2	1
13.	To have access to sporting equipment and areas	5	4	3	2	1
14.	To participate in decision-making	5	4	3	2	1
15.	To have access to medical services	5	4	3	2	1
16.	To have personal contact with instructors	5	4	3	2	1
17.	To encounter a variety of political and social viewpoints	5	4	3	2	1
18.	To have access to efficient, low-cost eating facilities	5	4	3	2	1
19.	To have financial assistance *(with part-time employment, loans, scholarships, etc.)*	5	4	3	2	1
20.	To have access to job counseling/placement	5	4	3	2	1
21.	To have adequate library facilities	5	4	3	2	1
22.	To have access to adequate, low-cost housing	5	4	3	2	1
23.	To have access to well-equipped laboratories and/or studios	5	4	3	2	1

NOW GO OVER THE LIST BELOW AND INDICATE WHETHER YOU FEEL THAT YOUR COLLEGE EDUCATION FULFILLED THOSE EXPECTATIONS.

		EXPECTATION LARGELY FULFILLED				*EXPECTATION LARGELY UNFULFILLED*
12.	To be able to choose from a large curriculum *(a variety of courses)*	5	4	3	2	1
13.	To have access to sporting equipment and areas	5	4	3	2	1
14.	To participate in decision-making	5	4	3	2	1
15.	To have access to medical services	5	4	3	2	1
16.	To have personal contact with instructors	5	4	3	2	1
17.	To encounter a variety of political and social viewpoints	5	4	3	2	1
18.	To have access to efficient, low-cost eating facilities	5	4	3	2	1
19.	To have financial assistance *(with part-time employment, loans, scholarships, etc.)*	5	4	3	2	1
20.	To have access to job counseling/placement	5	4	3	2	1
21.	To have adequate library facilities	5	4	3	2	1
22.	To have access to adequate, low-cost housing	5	4	3	2	1
23.	To have access to well-equipped laboratories and/or studios	5	4	3	2	1

C. What was the best feature your school offered its students?

D. What was the worst feature?

E. Any other suggestions or comments?

THANK YOU AGAIN FOR YOUR KOKUA!

APPENDIX B

TABLES: COMMUNITY COLLEGE TOTAL, BY CAMPUS

B-1. ADDITIONAL DEGREES

CAMPUS	ASSOC IN ARTS (2)	ASSOC IN SCIENCE (3)	BACHELOR'S (4)	OTHER (8)	ROW TOTAL
40 HONOLULU C C	0 0.0	0 0.0	1 50.0	1 50.0	2 33.3
41 KAPIOLANI C C	0 0.0	0 0.0	0 0.0	1 100.0	1 16.7
43 KAUAI C C	0 0.0	1 100.0	0 0.0	0 0.0	1 16.7
44 MAUI C C	1 100.0	0 0.0	0 0.0	0 0.0	1 16.7
45 HAWAII C C	0 0.0	1 100.0	0 0.0	0 0.0	1 16.7
COLUMN TOTAL	1 16.7	2 33.3	1 16.7	2 33.3	6 100.0

RAW CHI SQUARE = 13.49999 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3338

B-2. CURRENT ACTIVITY

CAMPUS	ENROLLED IN SCH (1)	EMPLOYED (2)	HAVING HOME RES (3)	ACTIVE MILITARY (4)	UNEMPL— LOOKING (5)	UNEMPL— NOT LOOK (6)	OTHER (7)	IN SCH & WORKING (8)	OTHER MULT RES (9)	ROW TOTAL
40 HONOLULU C C	20 6.8	120 41.0	2 0.7	3 1.7	18 6.1	1 0.3	4 1.4	74 25.3	49 16.7	293 19.4
41 KAPIOLANI C C	20 5.3	197 52.3	2 0.5	2 0.5	31 8.2	3 0.8	2 0.5	72 19.1	48 12.7	377 25.0
42 LEEWARD C C	39 12.7	60 19.5	4 1.3	6 2.0	7 2.3	3 1.0	3 1.0	97 31.6	88 28.7	307 20.3
43 KAUAI C C	5 6.8	32 43.8	1 1.4	0 0.0	5 6.8	0 0.0	1 1.4	14 19.2	15 20.5	73 4.8
44 MAUI C C	21 17.6	33 27.7	1 0.8	0 0.0	3 2.5	1 0.8	2 1.7	30 25.2	28 23.5	119 7.9
45 HAWAII C C	19 6.6	157 54.3	3 1.0	1 0.3	23 8.0	2 0.7	10 3.5	36 12.5	38 13.1	289 19.2
46 WINDWARD C C	4 7.8	10 19.6	1 2.0	0 0.0	0 0.0	0 0.0	1 2.0	14 27.5	21 41.2	51 3.4
COLUMN TOTAL	128 8.5	609 40.4	14 0.9	14 0.9	87 5.8	10 0.7	23 1.5	337 22.3	287 19.0	1509 100.0

RAW CHI SQUARE = 209.98328 WITH 48 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0

B-3A. ATTENDING SCHOOL: ENROLLMENT STATUS

CAMPUS	FULLTIME (1)	PARTTIME (2)	ROW TOTAL
40 HONOLULU C C	45 35.7	81 64.3	126 21.2
41 KAPIOLANI C C	47 44.3	59 55.7	106 17.8
42 LEEWARD C C	71 38.4	114 61.6	185 31.1
43 KAUAI C C	13 59.1	9 40.9	22 3.7
44 MAUI C C	11 18.6	48 81.4	59 9.9
45 HAWAII C C	11 16.7	55 83.3	66 11.1
46 WINDWARD C C	9 29.0	22 71.0	31 5.2
COLUMN TOTAL	207 34.8	388 65.2	595 100.0

RAW CHI SQUARE = 27.87321 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0001

B-3B. ATTENDING SCHOOL: CURRENT SCHOOL

CAMPUS	COUNT / ROW PCT	SCH IUM MANOA	HILO COLLEGE	HAWAII C C	HILO COL -AGRICUL	HONOLULU C C	KAPIOLANI C C	KAUAI CC	LEEWARD C C	MAUI C C	WINDWARD C C
		1	2	3	4	5	6	7	8	9	10
HONOLULU C C	40	29 22.8	0 0.0	0 0.0	0 0.0	63 49.6	4 3.1	0 0.0	5 3.9	2 1.6	0 0.0
KAPIOLANI C C	41	42 39.3	0 0.0	0 0.0	0 0.0	10 9.3	32 29.9	3 0.0	3 2.8	2 1.9	2 1.9
LEEWARD C C	42	70 37.6	0 0.0	0 0.0	0 0.0	3 1.6	2 1.1	0 0.0	79 42.5	0 0.0	0 0.0
KAUAI C C	43	5 22.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	16 72.7	0 0.0	0 0.0	0 0.0
MAUI C C	44	24 40.0	5 8.3	1 1.7	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	24 40.0	0 0.0
HAWAII C C	45	4 5.8	19 27.5	32 46.4	2 2.9	3 4.3	1 1.4	0 0.0	0 0.0	0 0.0	0 0.0
WINDWARD C C	46	23 74.2	1 3.2	0 0.0	1 3.2	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	4 12.9
	COLUMN TOTAL	197 32.7	25 4.2	33 5.5	3 0.5	79 13.1	39 6.5	16 2.7	87 14.5	28 4.7	6 1.0

(CONTINUED)

CAMPUS	COUNT / ROW PCT	SCH WEST OAHU	OTHER HI COLLEGE	HI BUS-- TRADE SC	MAINLAND BUS-TRD	MAINLAND COLL-UN	MAINLAND 2-YR CO	FOREIGN	OTHER	ROW TOTAL
		11	12	13	14	15	16	17	18	
HONOLULU C C	40	0 0.0	15 11.8	2 1.6	0 0.0	6 4.7	0 0.0	0 0.0	1 0.8	127 21.1
KAPIOLANI C C	41	1 0.9	2 1.9	4 3.7	1 0.9	4 3.7	2 1.9	0 0.0	2 1.9	107 17.8
LEEWARD C C	42	11 5.9	3 1.6	2 1.1	2 1.1	9 4.8	2 1.1	1 0.5	2 1.1	186 30.9
KAUAI C C	43	0 0.0	1 4.5	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	22 3.7
MAUI C C	44	0 0.0	1 1.7	3 5.0	0 0.0	1 1.7	0 0.0	0 0.0	1 1.7	60 10.0
HAWAII C C	45	0 0.0	2 2.9	2 2.9	0 0.0	1 1.4	0 0.0	0 0.0	3 4.3	69 11.5
WINDWARD C C	46	0 0.0	1 3.2	0 0.0	0 0.0	1 3.2	0 0.0	0 0.0	0 0.0	31 5.1
	COLUMN TOTAL	12 2.0	25 4.2	13 2.2	3 0.5	22 3.7	4 0.7	1 0.2	9 1.5	602 100.0

B-3C. ATTENDING SCHOOL: CURRENT EDUCATIONAL OBJECTIVE

CAMPUS	COUNT / ROW PCT	CERTIFIC IATE	ASSOC IN ARTS	ASSOC IN SCIENCE	BACHELOR 'S	MASTER'S	PROFESS CERT	OTHER	ROW TOTAL
		1	2	3	4	5	6	8	
HONOLULU C C	40	7 5.9	12 10.2	20 16.9	69 58.5	4 3.4	0 0.0	6 5.1	118 21.0
KAPIOLANI C C	41	9 8.9	9 8.9	23 22.8	54 53.5	1 1.0	1 1.0	4 4.0	101 17.9
LEEWARD C C	42	8 4.3	7 3.8	35 18.9	131 70.8	1 0.5	0 0.0	3 1.6	185 32.9
KAUAI C C	43	1 4.5	2 9.1	7 31.8	10 45.5	0 0.0	0 0.0	2 9.1	22 3.9
MAUI C C	44	5 8.3	3 5.0	11 18.3	40 66.7	0 0.0	0 0.0	1 1.7	60 10.7
HAWAII C C	45	9 18.8	5 10.4	9 18.8	25 52.1	0 0.0	0 0.0	0 0.0	48 8.5
WINDWARD C C	46	0 0.0	0 0.0	0 0.0	28 96.6	1 3.4	0 0.0	0 0.0	29 5.2
	COLUMN TOTAL	39 6.9	38 6.7	105 18.7	357 63.4	7 1.2	1 0.2	16 2.8	563 100.0

RAW CHI SQUARE = 64.01393 WITH 36 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0028

B-30. ATTENDING SCHOOL: CURRENT MAJOR

CAMPUS	COUNT / ROW PCT	PRE-PROFESSIONAL 1	HUMANITIES 2	NATURAL SCIENCES 3	SOCIAL SCIENCES 4	BUSINESS ADMIN 5	TRAV MGT 6	IND AGRICULTURE 7	EDUCATION 8	ENGINEERING 9	HOME ECONOMICS 10
HONOLULU C C	40	3 2.7	7 6.3	3 2.7	9 8.0	3 2.7	2 1.8	2 1.8	8 7.1	4 3.6	17 15.2
KAPIOLANI C C	41	3 3.3	10 10.9	7 7.6	4 4.3	3 3.3	4 4.3	0 0.0	6 6.5	1 1.1	3 3.3
LEEWARD C C	42	8 2.9	22 12.6	4 2.3	21 12.1	20 11.5	4 2.3	1 0.6	15 8.6	3 1.7	11 6.3
KAUAI C C	43	1 5.3	1 5.3	1 5.3	1 5.3	0 0.0	0 0.0	0 0.0	2 10.5	0 0.0	3 15.8
MAUI C C	44	3 5.3	7 12.3	3 5.3	7 12.3	4 7.0	0 0.0	1 1.8	4 7.0	3 5.3	3 5.3
HAWAII C C	45	5 8.3	5 8.3	0 0.0	9 15.0	1 1.7	1 1.7	2 3.3	2 3.3	2 3.3	0 0.0
WINDWARD C C	46	6 20.7	6 20.7	2 6.9	3 10.3	0 0.0	1 3.4	2 6.9	4 13.8	1 3.4	2 6.9
	COLUMN TOTAL	26 4.8	58 10.7	20 3.7	54 9.9	31 5.7	12 2.2	8 1.5	41 7.6	14 2.6	39 7.2

(CONTINUED)

CAMPUS	COUNT / ROW PCT	MEDICAL SCIENCES 11	NURSING 12	PUBLIC HEALTH 13	SOCIAL WORK 14	UNCL & OTH 4-YR 17	LIBERAL ARTS 18	BUSINESS 19	HEALTH SERVICES 20	HOTEL & FOOD SVS 21	PUBLIC SERVICES 22
HONOLULU C C	40	1 0.9	1 0.9	1 0.9	0 0.0	0 0.0	10 8.9	4 3.6	1 0.9	3 2.7	5 4.5
KAPIOLANI C C	41	1 1.1	10 10.9	0 0.0	0 0.0	1 1.1	6 6.5	11 12.0	7 7.6	4 4.3	4 4.3
LEEWARD C C	42	2 1.1	6 3.4	0 0.0	1 0.6	0 0.0	7 4.0	24 13.8	2 1.1	5 2.9	10 5.7
KAUAI C C	43	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	5 26.3	0 0.0	0 0.0	4 21.1
MAUI C C	44	2 3.5	0 0.0	0 0.0	1 1.8	0 0.0	4 7.0	7 12.3	0 0.0	0 0.0	2 3.5
HAWAII C C	45	0 0.0	4 6.7	0 0.0	0 0.0	0 0.0	4 6.7	12 20.0	2 3.3	0 0.0	1 1.7
WINDWARD C C	46	0 0.0	1 3.4	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
	COLUMN TOTAL	6 1.1	22 4.1	1 0.2	2 0.4	1 0.2	31 5.7	63 11.6	12 2.2	12 2.2	26 4.8

(CONTINUED)

CAMPUS	COUNT / ROW PCT	TECHNOLOGY 23	OTHERS 24	ROW TOTAL
HONOLULU C C	40	28 25.0	0 0.0	112 20.6
KAPIOLANI C C	41	6 6.5	1 1.1	92 16.9
LEEWARD C C	42	10 5.7	1 0.6	174 32.0
KAUAI C C	43	1 5.3	0 0.0	19 3.5
MAUI C C	44	8 10.5	0 0.0	57 10.5
HAWAII C C	45	10 16.7	0 0.0	60 11.0
WINDWARD C C	46	5 0.0	1 3.4	29 5.3
	COLUMN TOTAL	61 11.2	3 0.6	543 100.0

B-4A. EMPLOYED: EMPLOYMENT STATUS

CAMPUS		FULLTIME 1	PARTTIME 2	> ONE JOB 3	ROW TOTAL
HONOLULU C C	40	157 73.0	50 23.3	8 3.7	215 21.0
KAPIOLANI C C	41	201 73.9	58 21.3	13 4.8	272 26.5
LEEWARD C C	42	137 67.5	54 26.6	12 5.9	203 19.8
KAUAI C C	43	35 74.5	10 21.3	2 4.3	47 4.6
MAUI C C	44	39 56.5	28 40.6	2 2.9	69 6.7
HAWAII C C	45	144 75.8	44 23.2	2 1.1	190 18.5
WINDWARD C C	46	18 62.1	10 34.5	1 3.4	29 2.8
	COLUMN TOTAL	731 71.3	254 24.8	40 3.9	1025 100.0

RAW CHI SQUARE = 20.91084 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0517

B-4B. EMPLOYED: OCCUPATION

CAMPUS		PROF.TEC & MGR 1	CLERICAL & SALES 2	SERVICE OCCUP 3	FARM.FIS H & FOR 4	PROCESS-ING OCC 5	MACHINE TRADES 6	BENCH WORK OCC 7	STRUCT'L WORK 8	MISCELL OCCUP 9	ROW TOTA
HONOLULU C C	40	12 5.3	35 15.6	87 38.9	0 0.0	3 1.3	38 16.8	3 1.3	38 16.8	10 4.4	22 20.
KAPIOLANI C C	41	40 13.3	140 46.5	115 38.2	1 0.3	2 0.7	1 0.3	0 0.0	1 0.3	3 1.0	30 26.
LEEWARD C C	42	50 23.5	97 45.5	42 19.7	1 0.5	1 0.5	4 1.9	0 0.0	11 5.2	7 3.3	21 19.
KAUAI C C	43	12 20.7	17 29.3	17 29.3	1 1.7	0 0.0	5 8.6	1 1.7	4 6.9	1 1.7	5 5.
MAUI C C	44	10 19.3	34 41.0	20 24.1	2 2.4	0 0.0	6 7.2	0 0.0	3 3.6	2 2.4	8 7.
HAWAII C C	45	36 17.5	67 32.5	43 20.9	9 4.4	1 0.5	23 11.2	5 2.4	17 8.3	5 2.4	20 18.
WINDWARD C C	46	2 6.7	12 40.0	4 13.3	3 10.0	0 0.0	3 10.0	1 3.3	3 10.0	2 6.7	3 2.
	COLUMN TOTAL	168 15.0	402 36.0	328 29.4	17 1.5	5 0.4	80 7.2	10 0.9	77 6.9	30 2.7	111 100.

RAW CHI SQUARE = 279.96826 WITH 48 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0

B-4c. EMPLOYED: ANNUAL INCOME (FULL-TIME EMPLOYEES ONLY)

CAMPUS / COUNT / ROW PCT	BELOW $3,000 (1)	$3,000 - $5,999 (2)	$6,000 - $7,499 (3)	$7,500 - $9,999 (4)	$10,000 - $14,999 (5)	$15,000 - $19,999 (6)	$20,000 - $24,999 (7)	$30,000 & OVER (8)	DON'T KNOW (9)	ROW TOTAL
HONOLULU C C (40)	6	23	20	24	36	27	4	0	8	148
	4.1	15.5	13.5	16.2	24.3	18.2	2.7	0.0	5.4	23.1
KAPIOLANI C C (41)	2	44	63	48	18	2	1	0	13	191
	1.0	23.0	33.0	25.1	9.4	1.0	0.5	0.0	6.8	29.8
LEEWARD C C (42)	6	19	24	23	29	17	7	2	5	132
	4.5	14.4	18.2	17.4	22.0	12.9	5.3	1.5	3.8	20.6
KAUAI C C (43)	1	2	3	6	13	3	2	1	2	33
	3.0	6.1	9.1	18.2	39.4	9.1	6.1	3.0	6.1	5.1
MAUI C C (44)	1	11	10	5	5	1	0	1	2	36
	2.8	30.6	27.8	13.9	13.9	2.8	0.0	2.8	5.6	5.6
HAWAII C C (45)	6	25	21	10	14	4	0	0	5	85
	7.1	29.4	24.7	11.8	16.5	4.7	0.0	0.0	5.9	13.2
WINDWARD C C (46)	0	3	2	3	4	2	2	0	1	17
	0.0	17.6	11.8	17.6	23.5	11.8	11.8	0.0	5.9	2.6
COLUMN TOTAL	22	127	143	119	119	56	16	4	36	642
	3.4	19.8	22.3	18.5	18.5	8.7	2.5	0.6	5.6	100.0

RAW CHI SQUARE = 132.90471 WITH 48 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0000

B-4d. EMPLOYED: CURRENT EMPLOYER

CAMPUS / COUNT / ROW PCT	PRIVATE INDUSTRY (1)	TOURIST INDUSTRY (2)	STATE GOVT. (3)	CITY GOVT. (4)	NON-PROFIT ORG. (5)	FEDERAL GOVT. (6)	MILITARY (7)	SELF-EMPLOYED (8)	OTHER (9)	ROW TOTAL
HONOLULU C C (40)	108	19	8	39	10	23	11	8	1	227
	47.6	8.4	3.5	17.2	4.4	10.1	4.8	3.5	0.4	20.7
KAPIOLANI C C (41)	142	34	43	3	35	8	3	15	10	293
	48.5	11.6	14.7	1.0	11.9	2.7	1.0	5.1	3.4	26.7
LEEWARD C C (42)	91	12	24	7	4	32	27	9	0	206
	44.2	5.8	11.7	3.4	1.9	15.5	13.1	4.4	0.0	18.8
KAUAI C C (43)	18	13	7	9	3	4	1	3	1	59
	30.5	22.0	11.9	15.3	5.1	6.8	1.7	5.1	1.7	5.4
MAUI C C (44)	40	8	17	5	3	0	0	4	4	81
	49.4	9.9	21.0	6.2	3.7	0.0	0.0	4.9	4.9	7.4
HAWAII C C (45)	114	21	21	17	12	3	3	8	3	202
	56.4	10.4	10.4	8.4	5.9	1.5	1.5	4.0	1.5	18.4
WINDWARD C C (46)	17	3	2	1	0	1	3	2	0	29
	58.6	10.3	6.9	3.4	0.0	3.4	10.3	6.9	0.0	2.6
COLUMN TOTAL	530	110	122	81	67	71	48	49	19	1097
	48.3	10.0	11.1	7.4	6.1	6.5	4.4	4.5	1.7	100.0

RAW CHI SQUARE = 248.39774 WITH 48 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0

B-4e. EMPLOYED: EMPLOYER'S LOCATION

CAMPUS / COUNT / ROW PCT	OAHU (1)	MAUI (2)	HAWAII (3)	KAUAI (4)	MAINLAND (6)	FOREIGN OR POSS (7)	ROW TOTAL
HONOLULU C C (40)	210	5	1	2	10	2	230
	91.3	2.2	0.4	0.9	4.3	0.9	20.2
KAPIOLANI C C (41)	290	5	1	4	5	0	305
	95.1	1.6	0.3	1.3	1.6	0.0	26.8
LEEWARD C C (42)	196	0	0	1	14	1	212
	92.5	0.0	0.0	0.5	6.6	0.5	18.6
KAUAI C C (43)	4	0	0	53	1	0	58
	6.9	0.0	0.0	91.4	1.7	0.0	5.1
MAUI C C (44)	9	67	1	0	2	4	83
	10.8	80.7	1.2	0.0	2.4	4.8	7.3
HAWAII C C (45)	18	0	201	1	1	1	220
	7.3	0.0	91.4	0.5	0.5	0.5	19.3
WINDWARD C C (46)	27	0	1	0	1	1	30
	90.0	0.0	3.3	0.0	3.3	3.3	2.6
COLUMN TOTAL	752	77	208	61	34	9	1138
	66.1	6.8	18.0	5.4	3.0	0.8	100.0

RAW CHI SQUARE = 2694.59521 WITH 30 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0

B-4f. EMPLOYED: JOB/CAREER RELATIONSHIP

CAMPUS	YES, DEFINITELY (1)	PROBABLY WILL (2)	PROBABLY WON'T (3)	DEFINITELY NOT (4)	ROW TOTAL
HONOLULU C C (40)	79	66	41	42	228
	34.6	28.9	18.0	18.4	21.7
KAPIOLANI C C (41)	85	127	73	19	304
	28.0	41.8	24.0	6.3	29.0
LEEWARD C C (42)	50	69	50	43	212
	23.6	32.5	23.6	20.3	20.2
KAUAI C C (43)	21	19	10	9	59
	35.6	32.2	16.9	15.3	5.6
MAUI C C (44)	21	24	22	16	83
	25.3	28.9	26.5	19.3	7.9
HAWAII C C (45)	35	64	17	18	134
	26.1	47.8	12.7	13.4	12.8
WINDWARD C C (46)	5	8	14	3	30
	16.7	26.7	46.7	10.0	2.9
COLUMN TOTAL	296	377	227	150	1050
	28.2	35.9	21.6	14.3	100.0

RAW CHI SQUARE = 83.44792 WITH 18 DEGREES OF FREEDOM, SIGNIFICANCE = 0.0000

B-4g. EMPLOYED: JOB/COURSE RELATIONSHIP

CAMPUS	VERY RELEVANT (1)	SOMEWHAT RELEVANT (2)	NOT VERY RELEVANT (3)	NOT AT ALL REL (4)	ROW TOTAL
HONOLULU C C (40)	100	62	22	45	229
	43.7	27.1	9.6	19.7	21.9
KAPIOLANI C C (41)	156	93	22	29	302
	52.3	30.8	7.3	9.6	28.8
LEEWARD C C (42)	59	81	29	41	210
	28.1	38.6	13.8	19.5	20.1
KAUAI C C (43)	19	19	11	9	58
	32.8	32.8	19.0	15.5	5.5
MAUI C C (44)	29	24	13	17	83
	34.9	28.9	15.7	20.5	7.9
HAWAII C C (45)	59	44	14	18	135
	43.7	32.6	10.4	13.3	12.9
WINDWARD C C (46)	3	10	12	5	30
	10.0	33.3	40.0	16.7	2.9
COLUMN TOTAL	427	333	123	164	1047
	40.8	31.8	11.7	15.7	100.0

RAW CHI SQUARE = 78.63803 WITH 18 DEGREES OF FREEDOM, SIGNIFICANCE = 0.0000

B-4h. EMPLOYED: CAREER/COURSE SELECTION

CAMPUS	ALMOST ALL (1)	MOST COURSES (2)	FEW COURSES (3)	ALMOST NONE (4)	ROW TOTAL
HONOLULU C C (40)	104	84	29	14	231
	45.0	36.4	12.6	6.1	22.0
KAPIOLANI C C (41)	151	102	28	14	295
	51.2	34.6	9.5	4.7	28.1
LEEWARD C C (42)	95	71	40	9	215
	44.2	33.0	18.6	4.2	20.5
KAUAI C C (43)	25	18	16	3	62
	40.3	29.0	25.8	4.8	5.9
MAUI C C (44)	38	32	10	4	84
	45.2	38.1	11.9	4.8	8.0
HAWAII C C (45)	62	46	19	6	133
	46.6	34.6	14.3	4.5	12.7
WINDWARD C C (46)	10	6	8	6	30
	33.3	20.0	26.7	20.0	2.9
COLUMN TOTAL	485	359	150	56	1050
	46.2	34.2	14.3	5.3	100.0

RAW CHI SQUARE = 37.10469 WITH 18 DEGREES OF FREEDOM, SIGNIFICANCE = 0.0051

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